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INITIAL TEACHER EDUCATION

2008-09 CALENDAR

UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Registrar's Office

252 Bloor Street West, Toronto, Ontario M5S 1V6
http://ro.oise.utoronto.ca

✦ Initial Teacher Education Programs

Consecutive Bachelor of Education and Diploma in Technological Education/ Ontario Teachers' Certificate of Qualification Programs

Admissions

Telephone: 416-978-1848
Fax: 416-323-9964
E-mail: admissions@oise.utoronto.ca
Website: www.oise.utoronto.ca/admissions

Registered Students

Telephone: 416-978-4300
Fax: 416-323-9964
E-mail: admitted@oise.utoronto.ca
Website: ro.oise.utoronto.ca/initial.html

Transcripts & Records Requests

Telephone: 416-978-3384
Fax: 416-978-2487
E-mail: ask@artsci.utoronto.ca
Website: www.rosi.utoronto.ca

LIBRARY
MAY 15 2012
OISE/UT

Concurrent Teacher Education Program (CTEP)

(See information on CTEP on pages 44 - 45)

E-mail: ctep@utoronto.ca

Master of Arts in Child Study and Education/ Ontario Teachers' Certificate of Qualification Program

(See information on Graduate Studies in Education on page 46)

Master of Teaching in Elementary and Intermediate Education/ Ontario Teachers' Certificate of Qualification Program

(See information on Graduate Studies in Education on page 46)

✦ Additional Qualification Courses for Educators

Transcripts & Records Requests

Telephone: 416-978-1684
Fax: 416-323-9964

✦ Graduate Studies in Education

Admissions & Registration

Telephone: 416-978-1682
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca
Website: www.ro.oise.utoronto.ca

Transcripts & Records Requests

Telephone: 416-978-3384
Fax: 416-978-2487
E-mail: ask@artsci.utoronto.ca
Website: www.rosi.utoronto.ca

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Important Notices

Academic Year

The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August. "Full-year" courses refer to courses which run through both the Fall and Winter Sessions.

Admissions Policy Statement

OISE is strongly committed to social justice in everything it does. This means that we are committed to the just treatment of each individual member of our community and the communities we serve. It also means that we are especially vigilant to ensure that differences are not treated in ways that produce direct or indirect forms of discrimination. Our Commitment to social justice also means that those with whom we work and live, who experience individual or systemic discrimination for whatever reason, are provided with the means to overcome social and physical disadvantages, to the best of our ability. It should be understood that equitable treatment sometimes involves similar treatment and at other times involves differential treatment in order to bring about an equality of results.

Thus, in keeping with the Policies and Principles for Admission to the University of Toronto, OISE is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minority group members, persons with disabilities, women in non-traditional subject areas, Aboriginal persons and native speakers of French.

Admission of Internationals

OISE welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an **Ontario Teachers' Certificate of Qualification** must comply with such conditions of admissions as the Faculty Council of OISE may determine.

Changes in Programs of Study and/or Courses

The programs of study which our Calendar lists and describes are available for the year(s) to which the Calendar applies. They may not necessarily be available in later years. If the University or OISE must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Course Weights/Hours

One full course (1.0) = a minimum of 72 contact hours
One half course (0.5) = a minimum of 36 contact hours

Copyright in Instructional Settings

If a teacher candidate wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by teacher candidates with disabilities, the instructor's consent will not be unreasonably withheld.

Criminal Record Report

• School Board Requirements

The Bachelor of Education/Diploma in Technological Education program, the Child Study and Education two-year program and the Master of Teaching program require successful completion of practice teaching in the schools. School Boards require candidates on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students. Without a satisfactory criminal record report resulting in the issuance of a valid OESC Identification Card, the schools will not allow candidates to participate in practice teaching. Questions regarding this process should be directed to the Ontario Education Services Corporation:
Fax: 416-593-7858
E-mail: oesc-cseo@opsba.org
Website: http://www.oesc-cseo.org

• The Ontario College of Teachers Requirement

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original reports of police record checks and an Applicant's Declaration about their suitability for registration. Note that the report is valid for 6 months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to the Ontario College of Teachers:

Telephone: 416-961-8800

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the Calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Notice of Collection

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admission, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to the website below or contact the University Freedom of Information and Protection of Privacy Coordinator.

Location: McMurrich Building, Room 201
12 Queen's Park Crescent West
Toronto, Ontario M5S 1A8

Phone: 416-946-7303
Website: www.utoronto.ca/privacy

An expanded version of this Notice can be found at:
www.fippa.utoronto.ca/policy/nocx.htm

Person I. D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

Policies and Regulations

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms. The University has several policies that are approved by the Governing Council and that apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of OISE are listed in this ***Calendar***. In applying to OISE, the student assumes certain responsibilities to the University and to OISE and, if admitted and registered, shall be subject to all rules, regulations and policies cited in the ***Calendar*** as amended from time to time.

All University policies can be found at:
www.governingcouncil.utoronto.ca/policies.htm

Those which are of particular importance to students are:

- Policy on Access to Student Academic Records
- Code of Behaviour on Academic Matters
- Code of Student Conduct
- Grading Practices Policy
- Policy on Official Correspondence with Students

More information about students' rights and responsibilities can be found at:
www.students.utoronto.ca/The_Basics/Rights_and_Rules.htm

Policies and regulations relating to the OISE Bachelor of Education and Diploma in Technological Education programs are displayed in this ***Calendar***. Applicable University policies are either fully displayed or listed in the ***Calendar*** (see pages 62 - 70).

Teacher Candidates and Professionalism

Teachers as Professionals

Members of the teaching profession in Ontario have the responsibility to conduct themselves in a manner that reflects and upholds the Foundations of Professional Practice (Ontario College of Teachers, 2004). Embedded in this responsibility are the core values of professionalism, those principles that define teachers' moral and ethical obligations both individually and collectively to serve the public good. Such principles are necessarily expressed in the professional's attitude, behaviour, and practice. They include:

Commitment to Excellence

Teachers, as professionals, demonstrate excellence in the practical craft of teaching. Their intellectual expertise and technical competence are indicative of their ongoing pursuit of scholarship. As reflective practitioners, they are committed to their own professional development.

Trust and Integrity

Teachers demonstrate a regard for the highest standard of ethical behaviour in all of their relationships with students, colleagues, and others. They uphold the honour and dignity of the teaching profession and model compassion, acceptance and social justice to their students.

Respect for Others

Teachers demonstrate empathy, respect, and civility in their fair and equitable treatment of students. Similarly, their relationships with other teachers are marked by a positive sense of collegiality and a dedication to work collaboratively for the benefit of students.

Dedication and Responsibility

Teachers take personal responsibility for their conduct. Their sense of duty and service in the practice of teaching expresses their dedication not only to students, colleagues, and others, but also to their own deeply held professionalism. In this respect, individual teachers exhibit both courage and leadership in articulating their practice and in making it an example for others.

Statement of Expectations for OISE Teacher Candidates

During your time as teacher candidates at OISE, we will strive to inspire you with the content and spirit of professionalism in teaching, as outlined earlier in this section. In the context of your in-school experiences, you will have the chance to hone your skills at integrating your appreciation for the qualities of professionalism into your own practice. The OISE Practicum and Internship Information booklets outline your professional responsibilities as teacher candidates in schools.

Equally significant is your capacity to transfer and apply, both conceptually and in practice, the standards of teacher professionalism to your position as teacher candidates while engaged in your academic program at OISE. This capacity, it is believed, will help to prepare you for your future role as knowledgeable, ethical, and responsible professionals. It involves a range of associated expectations.

While professors will determine the appropriate means by which to incorporate the expectations into their course and/or program design, the following offers an overview of how you may interpret and apply elements of teacher professionalism to your own responsibilities as teacher candidates.

Commitment to Excellence

The intellectual quality of your work at OISE establishes the groundwork for your continuing reflective practice. As such, you are expected to demonstrate a high level of scholarship and technical competence in your preparation for classes and your accomplishment of learning tasks and assignments. Exemplary commitment to all forms of learning is expressed through active and informed participation and initiative in the acquiring and sharing of knowledge. We will provide opportunities that enable you to develop the theoretical and practical knowledge you require. We will offer timely and constructive feedback in support of your professional growth. You are expected to incorporate this feedback into your subsequent professional work.

Trust and Integrity

Your trustworthiness and honesty with regards to your professors, colleagues (other teacher candidates), and others is assumed, as you may assume the same of us. Consequently, there is an inherent expectation of honesty and integrity in all interpersonal relations and individual behaviour at OISE.

Respect for Others

In your relationships with professors, colleagues and others at OISE, you are expected to demonstrate respect, empathy, and civility regardless of differences of any kind. In helping to ensure a safe learning environment for all, you will be expected to address any conflicts in a manner that respects the dignity of those involved. We will provide opportunities that engage you in various forms of collaborative work. The expectation of respect also extends to helping and supporting one another in the learning process.

Dedication and Responsibility

Requirements of assignments will be defined in ways that respect your capacity to plan ahead and organize your work responsibly. Similarly, in taking personal responsibility for your conduct, you are expected to appreciate that dedication extends to others with whom you work. Therefore, there is an expectation that you will attend classes regularly and on time, communicate with professors and, if appropriate, colleagues regarding any unavoidable absences, complete and submit assignments in a timely way as required, and seek assistance and advice whenever necessary to help you fulfill these obligations.

Related Resources

✦ **http://www.studentlife.utoronto.ca/The_Basics.htm**

- Rights and Responsibilities
- Academic Honesty
- Student Conduct
- Grades

✦ **http://www.utoronto.ca/govcncl/pap/alphapol.htm**

- U of T Sexual Harassment: Policy and Procedures
- Statement on Prohibited Discrimination and Discriminatory Harassment

✦ **http://www.oct.ca/en/MembershipServices/MembersHandbook/standards/foundations.asp**

- Ontario College of Teachers' *Foundations of Professional Practice*

Sessional Dates and Deadlines

✦ Consecutive Bachelor of Education

✦ Diploma in Technological Education

Please note the following:

- ✦ The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- ✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.
- ✦ The University's commitment and Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances are available at: **www.provost.utoronto.ca/English/Other-University-Policies.html**.

2008

June 23 - July 27	Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 2 (2007-08 Cohort)
September 1	Labour Day (University closed)
September 3, 4	Registration and Introductory Classes - Bachelor of Education and Diploma in Technological Education Programs. After this date a late registration fee will be charged.
September 8	Fall Session begins
September 12	Last day for course and section changes for **Fall Session** courses
September 19	Last day for course and section changes for **full-year** courses
October 13	Thanksgiving Day (University closed)
October 21 - 22	Orientation to Schools (I/S and Technological Studies)
October 23 - 24	Classes (I/S and Technological Studies)
October 27 - November 21	Practicum (all divisions)
October 31	Deadline for reporting Immigration Status changes affecting International Student Fee Exemptions for the Fall Session
November 14	Deadline for withdrawal without academic penalty from Fall Session courses
November TBA	Fall Convocation – B.Ed. and Diploma in Technological Education
December 10 - 12	Professional Preparation Conference
December 12	Fall Session ends
December 22 - January 4	University closed

2009

January 5	2009 Winter Session begins - classes resume
January 9	Grades for 2008 Fall Session courses to be submitted to the Registrar's Office
January 9	Last day for course and section changes for **Winter Session** courses
January 12	Second installment of fees due
January 21	Professional Preparation Day (all divisions)
January 30	Deadline for reporting Immigration Status changes affecting International Student Fee Exemptions for the Winter Session
February 16	Family Day (University Closed)
February 19 - 20	Orientation to Schools (I/S and Technological Studies)
February 26 - April 3	Practicum (Elementary)
March 2 - April 3	Practicum (I/S and Technological Studies)
March 16 - 20	March Break
March 31	Deadline for Withdrawal Without Academic Penalty
April 10	Good Friday (University closed)
April 17	Classes end
April 20 - 24	Internship Preparation
April 27	Internship begins
May 1	Grades for 2008 Winter Session and full-year courses to be submitted to the Registrar's Office
May 18	Victoria Day (University closed)
May 28	Internship ends
May 29	In-faculty Internship Day
June 9	Grades for the 2008-09 academic year available on ROSI (via SWS)
June TBA	Spring Convocation

OISE Administrative Officers (Partial List)

Dean's Office

Jane S. Gaskell, Ed.D. (Harvard)
Dean

Dennis Thiessen, D.Phil. (Sussex)
Associate Dean, Academic (Acting)

Normand Labrie, Ph.D. (Laval)
Associate Dean, Research and Graduate Studies

Mark Evans, Ph.D. (York, UK)
Associate Dean, Teacher Education

Bachelor of Education/Diploma in Technological Education Programs

Kathryn Broad, Ph.D. (Toronto)
Executive Director, Initial Teacher Education

Karen Sheppard, M.Sc.Ed. (Niagara)
Secondary Program Director

Leslie Stewart Rose, Ed.D. (Toronto)
Elementary Program Director

Sara McKitrick, M.Ed. (Toronto)
Technological Education Program Coordinator

Department Chairs

Marilyn Laiken, Ph.D. (Toronto)
Adult Education and Counselling Psychology (AECP)

Tara Goldstein, Ph.D. (Toronto)
Curriculum, Teaching and Learning (CTL)

Esther Geva, Ph.D. (Toronto)
Human Development and Applied Psychology (HDAP)

Kari Dehli, Ph.D. (Toronto)
Sociology and Equity Studies in Education (SESE)

Reva Joshee, Ph.D. (British Columbia)
Theory and Policy Studies in Education (TPS)

Department Associate Chairs

Niva Piran, Ph.D. (Texas)
Adult Education and Counselling Psychology (AECP)

Elizabeth Smyth, Ed.D. (Toronto)
Curriculum, Teaching and Learning (CTL)

Elizabeth Campbell, Ph.D. (Toronto)
Curriculum, Teaching and Learning (CTL)

Earl Woodruff, Ph.D. (Toronto)
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D. (Toronto)
Sociology and Equity Studies in Education (SESE)

Megan Boler, Ph.D. (University of California Santa Cruz)
Theory and Policy Studies in Education (TPS)

John Portelli, Ph.D. (McGill)
Theory and Policy Studies in Education (TPS)

Library/Education Commons

Laurie Harrison, M.Ed. (Toronto)
Director, Academic Technology

Patrick Hopewell, B.A. (Toronto)
Director, Information Technology

Marian Press, M.A. (Toronto)
Acting Director, Information Resources and Services;
Acting Chief Librarian, OISE Library

Carl Bereiter, Ph.D. (Wisconsin)
Co-Director, Programs and Research

Librarians

Valerie Downs, B.L.S. (McGill)

Patricia Serafini, M.L.S. (UWO)

Stephanie Swift, M.L.S. (Western Ontario)

Registrar's Office

Eucline Claire Alleyne, Ed.D. (Toronto)
Registrar

Initial Teacher Education

G. Ian M. MacLeod, M.A. (Toronto)
Assistant Registrar, Admissions

Bill Rankovic, B.A. (York)
Assistant Registrar, Registration and Records

Graduate Studies

Kim Holman, B.A. (Trent)
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

School-University Partnerships Office (SUPO) and Student Services

Anne Marie Chudleigh, M.Ed. (Toronto)
Practicum Coordinator, Elementary; Academic Internship Coordinator

Eleanor Gower, B.A. (Toronto)
Practicum Coordinator, Secondary

Amy Lobo
Coordinator, Teacher Employment Preparation Centre

Dean's Advisory Board

Ruth Bauman
Former Secretary-Treasurer, Ontario Teachers' Federation

Gerry Connelly
Director of Education, Toronto District School Board

Philip M. Dewan
Principal, Counsel Public Affairs Inc.

Rosemary Evans
Director, Academic Studies, Branksome Hall

Avis Glaze
Chief Executive Officer, Literacy-Numeracy Secretariat, Ministry of Education

Paul Gooch
President, Victoria University, University of Toronto

Penny Milton
Chief Executive Officer, Canadian Education Association

Eric Roher
Borden Ladner Gervais

Anne Sado
President, George Brown College of Applied Arts and Technology

Haroon Siddiqui
Editor Emeritus, The Toronto Star

Charles Ungerleider
Director, Research & Knowledge Mobilization, Canadian Council on Learning

Officers of the University

For a list of Officers of the University please visit:
www.utoronto.ca/govcncl/tgc/3.01.07.pdf

History and Function of OISE

Mission

OISE is committed to the study and improvement of education in the context of broad social issues, with an understanding that learning is a life-long activity. Its mission emphasizes excellence and equity and involves collaboration with others to address a wide array of intellectual issues and educational questions. It draws upon the insights of many academic disciplines and professional perspectives. OISE is dedicated to national preeminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

In brief, OISE is committed to creating a dynamic synergy among research, teacher education and graduate programs in order to improve teaching and learning in the many contexts where it occurs.

History

OISE is celebrating one hundred years of education at the University of Toronto this year. In 1906, following the recommendation of the Royal Commission on the University of Toronto that the education of teachers "is best performed where theory and practice can be made to supplement each other," a Faculty of Education was established at the University of Toronto. The first class of 215 students entered the faculty in 1907 to take courses in pedagogy at the elementary and secondary school level. The staff consisted of 2 full time academic staff, two full time sessional appointees, forty-three part time appointees, as well as one clerical "helper" and her three occasional assistants.

The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory to improve the practical and experimental aspects of its program. In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education became the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, "OCE" was the sole institution in the province preparing secondary school teachers and it was directly funded and controlled by the Ministry of Education. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies,

research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. It is organized into five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education.

In response to a recommendation from the Royal Commission on Learning "that the consecutive program for teacher education be extended to two years," and an endorsation of this recommendation by the Ministry of Education and Training, OISE/UT developed an M.T. program which began in 1996. In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

Today, more than 100 years after its origins, OISE employs 155 full time academic staff, 132 permanent administrative staff and 150 sessional and part time staff. It teaches almost 10,000 students, of whom 1300 are preparing to be teachers, 2,000 are taking graduate degrees, and over 6,000 are taking professional development courses accredited by the College of Teachers. It continues to value the integration of theory and practice, but on a much larger scale than its founders envisaged.

Vision

OISE strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Deans of OISE of the University of Toronto

M.G. Fullan	1996 - 2003
J.S. Gaskell	2003 -

Summary of Programs Offered by OISE

OISE offers teacher education at several levels. These are summarized below. This Calendar pertains to the Consecutive Bachelor of Education and Diploma in Technological Education programs only. Information regarding the Concurrent Teacher Education Program, Additional Qualification Courses for Educators and the Graduate Studies programs can be obtained from the addresses listed herein.

Initial Teacher Education Programs

Initial teacher education programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. These programs lead to the **Ontario Teachers' Certificate of Qualification** (O.T.C. of Q.).

Consecutive Bachelor of Education Degree

Four concentrations are offered:

- ✦ Primary/Junior
- ✦ Junior/Intermediate
- ✦ Intermediate/Senior
- ✦ Technological Education

Diploma in Technological Education

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions. (See also page 38 regarding the B.Ed. degree.)

Concurrent Teacher Education Program

The Concurrent Teacher Education Program (CTEP) is a new option for high school graduates and first year university students who are interested in a career in teaching. (See also pages 44 - 45 for more information)

Master of Arts in Child Study and Education

Two concentrations are offered:

- ✦ Primary Education
- ✦ Special Education

Master of Teaching in Elementary and Intermediate Education

Two concentrations are offered:

- ✦ Primary/Junior Education
- ✦ Junior/Intermediate Education

Additional Qualification Courses for Educators

Additional Qualification Courses for Educators offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ontario College of Teachers for holders of the **Ontario Teachers' Certificate of Qualification** and Certificate of Registration.

Teachers who have received their teacher education outside of Ontario, who have been directed by the Ontario College of Teachers to take professional courses may apply for admission to Basic Divisional Qualification courses or basic level Technological Studies courses only. Such candidates must first attend an orientation/information session at OISE and are required to submit evidence of an acceptable level of proficiency in oral and written English.

For application information and forms, visit the Continuing Education Office website: www.oise.utoronto.ca/aq

If you require further information, contact:
Continuing Education Office
252 Bloor Street West, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-978-2474
Telephone: 1-800-443-7612
Fax: 416-926-4732
E-mail: aq@oise.utoronto.ca

Graduate Studies in Education

Graduate programs leading to M.Ed., M.A., M.T., Ed.D. and Ph.D. degrees are offered through OISE's five departments:

- ✦ Adult Education and Counselling Psychology (AECP)
- ✦ Curriculum, Teaching and Learning (CTL)
- ✦ Human Development and Applied Psychology (HDAP)
- ✦ Sociology and Equity Studies in Education (SESE)
- ✦ Theory & Policy Studies in Education (TPS)

With the exception of the M.A. in Child Study and Education and the Master of Teaching in Elementary and Intermediate Education (see also page 46), graduate degrees in education at OISE do not carry Ontario teacher certification.

For application and admission inquiries, visit the Registrar's Office website: www.ro.oise.utoronto.ca

If you require further information, contact:
OISE Registrar's Office
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada M5S 1V6
Telephone: 416-978-1682
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

Certificate Programs

Certificate in Adult Education

This Certificate is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.

Further information is available from:
Amelia Nanni, Business Officer
Telephone: 416-978-0728
E-mail: ananni@oise.utoronto.ca

Certificate in Adult Training and Development

This Certificate is designed for trainers, facilitators, leaders and managers who want to facilitate the learning of others. The program of study consists of the following five modules and a practicum - Understanding the Adult Learner, Needs Assessment, Instructional Design, Presentation Design and Delivery, Facilitation Skills.

Further information is available from:
E-mail: adulttraining@oise.utoronto.ca
Telephone: 416-978-0819
Website: www.oise.utoronto.ca/training

Certificate in Cognitive Behavioral Therapy

The certificate is a collaborative program between the Counselling Psychology Program and Hincks/Dellcrest. The certificate is open to individuals who have at least a master's degree in a mental health related area, who are a member of a registered health profession such as doctors, psychologists, nurses, or occupational therapists or students who are in the process of completing studies leading to at least a master's degree in mental health related area or a registered health profession. The certificate is for individuals who want to attain a strong level of competence in Cognitive Behavioral Therapy. The Certificate in Cognitive Behavioral Therapy is awarded upon completion of the program including the successful completion of any written assignments that are required.

Further information is available from:
Nina Josefowitz
E-mail: njosefowitz@aol.com
Website: www.hincksdellcrest.org/gai-cit/index.html

Certificate in Higher Education Leadership

This Certificate is designed to meet the professional development needs of individuals aspiring to be, or currently in, leadership roles in colleges and universities. The program is operated entirely through the Higher Education Program, in the Department of Theory & Policy Studies.

Further information is available from:
Janice Verner, Liaison Officer
Telephone: 416-978-1251
E-mail: jverner@oise.utoronto.ca

Certificate in Leadership Coaching

This Certificate is designed to educate men and women who have or wish to become coaches or improve their coaching of leaders in organizations; and/or who want to practice coaching as an aspect of being an organizational leader, manager or supervisor.

Further information is available from:
E-mail: adulttraining@oise.utoronto.ca
Telephone: 416-978-0819
Website: aecp.oise.utoronto.ca/cert/leadership-coaching.html

Certificate in School Management

This Certificate serves the professional development needs of school business officials and other educational administrators who desire further study in school administration. The program is operated entirely through the Educational Administration Program, in the Department of Theory & Policy Studies.

Further information is available from:
Marion Morgan, Liaison Officer
Telephone: 416-978-1203
E-mail: mmorgan@oise.utoronto.ca

Laboratory School

The Institute of Child Study (ICS)

The Institute of Child Study (ICS) operates a laboratory school which is a day school for children 3 to 12 years of age, and an Infant Centre. Both serve as resources for students in the M.A. in Child Study and Education program and for research activities.

Further information is available at the ICS website:
www.oise.utoronto.ca/ICS

Or from:
The Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone 416-978-3457
Fax 416-978-6485
E-mail: erentzelos@oise.utoronto.ca

Consecutive Bachelor of Education Program

- Primary/Junior (P/J)
- Junior/Intermediate (J/I)
- Intermediate/Senior (I/S)

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualification (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements

Applicants must hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, conferred not later than the Fall convocation in the year of registration at OISE. An approved degree must include at least 15 full-year courses (or equivalent) and no more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions; and contain no transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing. Applicants must also have met the English Language Proficiency Policy requirements (see pages 62 - 64 for details).

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Documentation

Each applicant must submit the following:

a) A completed Ontario Universities' Application Centre (OUAC) application form along with the required application and service fees.

b) An official transcript of all degree credit courses completed to date of application.

c) Evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 62 - 64).

d) A completed OISE initial teacher education Applicant Profile.

Additional Information:

a) Documentation in a language other than English or French must be accompanied by an official translation. All applicants, especially those who are submitting academic documents from other countries, should be aware that assessment of academic standing by OISE is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessment of your academic background and will make its own evaluation for certification purposes.

b) Criminal record screening is required for completion of our program, and for certification by the Ontario College of Teachers. See pages 3 - 4 for details.

c) Each candidate admitted to the program will be required to submit the following:

i) A photocopy of an official certificate of birth, or current passport, or other acceptable proof of the date and place of birth.

ii) In the case of a person who was not born in Canada, proof of the basis upon which the person is present in Canada, in the form of a photocopy of a Canadian citizenship document (both sides), a Landed Immigrant document, a Student Visa document, or Refugee documents.

iii) Legal documentation to substantiate a change of name from that shown in (i) above.

Full details will accompany the offer of admission.

For application information and forms, visit the Registrar's Office website: www.oise.utoronto.ca/admissions

If you require further information, contact:
OISE Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-978-1848
E-mail: admissions@oise.utoronto.ca

Program of Study

The program consists of seven components (A-G below), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree and the **Ontario Teachers' Certificate of Qualification**.

In addition to the regular in-faculty program delivery, a variety of other program delivery options exists, which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

A) Curriculum and Instruction (C & I)

(Course Weight 2.0)

Candidates must select one of the following concentrations and the respective C & I course(s). Prerequisites, if any, are stated in the course descriptions.

Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 12)

✦ Primary/Junior (P/J)

The C & I component of this concentration is the course Primary/Junior Education EDU1420 which consists of broad-based methodology in several subject areas.

✦ Junior/Intermediate (J/I)

The C & I component of this concentration is comprised of two courses:

- Junior/Intermediate Education EDU1450, a broad-based methodology course (1.5)
- One Intermediate subject-specific methodology course from those listed below (0.5)

Dramatic Arts EDU1071
English EDU1101
French as a Second Language EDU1111
Geography EDU1441
Health and Physical Education EDU1251
History EDU1151
Mathematics EDU1221
Music - Instrumental EDU1231
Music - Vocal EDU1241
Science (General) EDU1301
Visual Arts EDU1011

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides opportunities to observe and work with Associate Teachers during weeks that are not part of the Practicum or Internship sessions. Depending on the option in which they are enrolled, candidates have different days or blocks of STEP. STEP days are forerunners to the Practicum sessions in that candidates are in a classroom for a series of STEP days preceding a Practicum session in the same classroom.

✦ Intermediate/Senior (I/S)

The C & I component of this concentration is comprised of two subject-specific methodology courses from those listed below (1.0 each).

NOTES:

1) Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.
2) Candidates select only one of Music - Instrumental, **OR** Music - Vocal

Business Studies - Accounting EDU1340
Business Studies - Information and Communication Technology EDU1350 *(not offered in 2008-09)*
Business Studies - General EDU1330
Classical Studies - Latin EDU1200 *(not offered in 2008-09)*
Computer Studies EDU1040
Dramatic Arts EDU1070
Economics EDU1080
English EDU1100
Family Studies EDU1160
French as a Second Language EDU1110
Geography EDU1440
Health and Physical Education EDU1250
History EDU1150
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
International Languages - Other EDU1180 *(not offered in 2008-09)*
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Politics - EDU1260
Religious Education EDU1280
Science - Biology EDU1470
Science - Chemistry EDU1480
Science - General EDU1300
Science - Physics EDU1490
Social Sciences - General EDU1270
Visual Arts - EDU1010

B) Teacher Education Seminar
(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all candidates. It links the candidate's experiences across the program and emphasizes professional growth.

C) Psychological Foundations of Learning and Development (Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow candidates to pursue individual interests and deepen or broaden their knowledge and skills. One course from the following list is required.

A Survey of Children's Literature EDU5511
Actively Educating for Social & Economic Justice: Theory, Practice & Action EDU5502
Adapting and Differentiating Instruction for Students Experiencing Learning Difficulties in Inclusive Classrooms EDU5503
An Introduction to Second Language Acquisition Processes EDU5513
Anti-Racist Education Studies EDU5510
Appraising Empirical Evidence in Educational Research EDU5504
Arts in Urban Schools EDU5597
Comparative and International Education: Issues for Teachers EDU5594
Critical Literacies: Language Practices for Social Justice EDU5598
Curriculum Theory and Practice for Kindergarten EDU5566
Design Thinking and Problem-Solving in the Classroom EDU5575
Drama Strategies for Effective and Affective Teaching EDU5519
Emotional and Behavioural Problems in the Classroom EDU5572
ESL Across the Curriculum EDU5524
Foundations in Aboriginal Education EDU5528
French Grammar and Syntax for the French as a Second Language Classroom EDU5505
Gender Equity in Schools and Classrooms EDU5532
Holistic Teaching and Learning EDU5595
Indigenous Peoples and Medias EDU5516
In*queer*ies About Education EDU5576
Issues in International & Global Education EDU5536
Managing Conflict in Classrooms and the School Workplace EDU5538
Models of Teaching: Enhancing Classroom Practice EDU5542
Preventing School Violence and Bullying: Theory, Practice, Evaluation & Implementation EDU5596
Science and Technology in Context EDU5517
Silver Screen Teachers EDU5535
Stress and Burnout: Teacher and Student Applications EDU5593
Supporting Gifted and High-Level Development EDU5529
Teaching in French Immersion EDU5552
Technology, Curriculum & Instruction EDU5574
The Adolescent Brain: Implications for Instruction EDU5537
Youth Popular Culture and Schooling EDU5556

NOTE: The following courses are crosslisted with OISE graduate courses. Enrollment will consist of both Graduate students and Initial Teacher Education candidates. Initial Teacher Education candidates who select one of these courses to fulfill the Related Studies component will receive a credit towards the completion of the Bachelor of Education degree or the Diploma in Technological Studies, **not** a credit towards a graduate degree. These courses will continue during the Practicum.

Aboriginal World Views EDU5171
Children's Literature Within a Multicultural Context EDU5172
Eco-Sociology EDU5164
Education and Work EDU5118
Evaluating Provincial Testing EDU5180
Foundations of Bilingual and Multicultural Education EDU5173
Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Math Anxiety EDU5146
History and Educational Research EDU5144
Identity Construction and Education of Minority EDU5169
Immigration and the History of Canadian Education EDU5128
Integrating Science, Mathematics and Technology Curricula (on-line) EDU5174
Language, Culture & Identity: Using the Literary Text for Teacher Development EDU5179

Self-Assessment EDU5176
The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History EDU5134

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Locations of Practicum Assignments

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Simcoe Muskoka Catholic School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. Practicum placements for Intermediate/Senior and Technological Studies candidates will be in secondary schools. All Practicum placements are made by OISE. Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight 0.0)

The Internship is the culminating field experience and is required of all candidates. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTES:

1) Courses are listed in alphabetical order by course title.
2) All courses have a course weight of 0.5 unless otherwise noted.

A Survey of Children's Literature EDU5511

This course is designed to acquaint teacher candidates with a wide variety of significant children's literature and with the authors and illustrators who create them. It will also assist teacher candidates in developing the ability to make informed choices, taking into account the age, ability and interests of the children, and to enhance teacher candidates' knowledge of theoretical approaches and instructional strategies for using literature throughout the elementary school curriculum in ways that enable children to: (a) realize the pure joy a fine literary work brings; (b) become increasingly sensitive to and appreciative of good literature - poetry, prose and informational material; (c) develop an understanding of human behaviour, ideals and values; and (d) become increasingly literate in their own use of oral and written language.

Aboriginal World Views: Implications for Education EDU5171

In this course students will study philosophical views shared in Aboriginal thought that honours diversity of identities, culture and language, and geographic locations. Recent literature which highlights culturally appropriate and culturally based Aboriginal education grounded in Aboriginal philosophies and the goal of self-determination will be explored. Central to understanding Aboriginal world views is the importance of drawing on and working with traditional wisdom related to the oral traditions, elders knowledge, and cultural symbols that speaks to the 'teaching' (philosophies). Likewise, students will learn that critical to this process is placing this understanding in the context of Aboriginal Peoples' experiences with colonialism and oppression, and struggles for self-determination yesterday and today. This course will promote an understanding and appreciation of Aboriginal perspectives and explore strategies for integrating this knowledge into the work of educators. Students will be able to apply perspectives to their own research.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Accounting - see Business Studies

Actively Educating for Social and Economic Justice: Theory, Practice and Action EDU5502
This course is designed to encourage teacher candidates to develop their understandings of what it means to teach to promote social justice with an activist orientation, while it highlights anti-classism and the political and economic dimensions of equity education. Social and economic issues are explored within a framework that recognizes the vital importance of the relationship between class and other social identities, such as race, ethnicity, gender, sexuality, and ability. Course content emphasizes an investigation of those educational issues (e.g., class bias in the curriculum; streaming; the impact of broader political dynamics of globalization on education; the relationship between poverty, schooling, and teaching) that impact on all students, with particular attention to low income and socio-economically marginalized students. Lastly, candidates critically examine contrasting theoretical perspectives, practices, and examples of teacher action and educational activism. These investigations will assist teacher candidates deepen their understandings and hone their practical abilities to respond to social and economic injustices in their classrooms, schools, local communities, nation, and world.

Adapting and Differentiating Instruction for Students Experiencing Learning Difficulties in Inclusive Classrooms EDU5503
The overall aim of this course is to enhance teacher candidates' understanding of the needs of students with learning difficulties, and to provide them with practical skills for differentiating and adapting instruction for these students. Teacher candidates will be introduced to the types of learning difficulties they are likely to frequently encounter in the classroom (e.g., learning disabilities, ADHD, mild intellectual disabilities), and taught how to assess the nature of students' strengths and difficulties using classroom observation and informal, curriculum-based assessment techniques. Teacher candidates will be taught a variety of approaches for adapting and differentiating instruction to meet the needs of these students in the areas of reading, writing, mathematics, social sciences and science including evidence-based remedial approaches, and accommodations best practices (adaptive technology, learning strategies). Applications of these approaches in the inclusive classroom will be emphasized. We will also discuss the emotional and social implications of learning difficulties for students and preventive strategies for addressing these challenges. The intended outcomes for this course include developing informal classroom based observation and assessment skills, increasing teacher candidates' repertoire of evidenced based strategies, acquiring the skills needed to develop lesson plans that include differentiation and adaptation of instruction and to develop and implement an effective Intervention plan.

An Introduction to Second Language Acquisition Processes EDU5513
This course will allow teacher candidates at the primary, junior, intermediate and senior levels to understand second language acquisition processes. We will focus on: 1) individual differences in second language learning; 2) theories of language learning; 3) learner language in second language acquisition; and 4) comprehension and interaction in second language teaching. Candidates will be involved in reflective and active learning. This course will respond to the needs of all teacher candidates, either because they are preparing to teach French or international languages OR because they will teach students from diverse cultural and linguistic backgrounds.

Anti-Racist Education Studies EDU5510
This course will focus on understanding what integrative anti-racism means for teacher education. It seeks to combine theory with educational and political practice. The intent is to develop and understand the philosophical basis for anti-racism practice by reviewing educational initiatives in this area. The course will provide student teachers with an understanding of race and difference as providing the contexts for power and domination in society. Among issues covered are the place of race and identity in schooling and how teachers can deal with racism using the principles/ideas of anti-racism practice.

Appraising Empirical Evidence in Educational Research EDU5504
The goal of this course is to prepare students to become critical-minded informed users of educational research. Students will learn how to locate, understand, and critique the results of research on effective teaching. We will progress through topics including how to access the literature in education, what are the basic principles of research, what are the strengths and limitations of various research methods, how to interpret the research results, and what are the criteria for evaluating the credibility of the empirical evidence. Students will develop skills through examining representative studies on important issues such as grade retention, ability grouping, and comprehensive school reform. Students are expected to complete the required reading prior to the class session and to actively participate in class discussions.

Arts in Urban Schools EDU5597
This course explores different approaches to the arts in urban schools, with a focus on how the arts might play a role in teaching for equity and social justice. Using a critical lens, students will explore the role that the arts might play pedagogically and in the curriculum in urban schools. Among other themes, students will explore how to incorporate the arts for teaching in non-arts classrooms, critical issues in curriculum and instruction in various arts disciplines, as well as non-curricular and community-based approaches to the arts in school related contexts. Students will have an opportunity to explore different artistic disciplines and consider how they might incorporate the arts as a strategy in teaching for social change.

Business Studies Intermediate/Senior
The Business Studies program includes study in the following areas: Accounting, Information and Communication Technology, and General Studies. Candidates must select any two of these three areas of specialization.
Prerequisites: Two full university courses in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

✦ **Accounting EDU1340 (Course Weight 1.0)**
This course focuses on evidence-based curriculum development, planning, and implementation in Accounting courses in Grades 11 and 12. The establishment and maintenance of an effective learning environment will be emphasized. Innovative instructional techniques and assessment and evaluation of student performance in Accounting will be explored. Other topics addressed include the use of technology in Accounting, selection and creation of resources for use in Accounting courses, and current issues and directions in the field of Accounting.

✦ **Information and Communication Technology EDU1350 (Course Weight 1.0)** ***(not offered in 2008-09)***
This course focuses on evidence-based curriculum development, planning, and implementation in courses in Information and Communication Technology (ICT) in Business, Grades 9-12. The establishment and maintenance of an effective learning environment in a computer classroom will be emphasized. Innovative instructional techniques for teaching a variety of office productivity and web authoring software packages will be explored. Other topics addressed include assessment and evaluation of student performance in ICT courses, selection and creation of resources for use in ICT courses, and current issues and directions in the field of Information Technology. Computer lab time is provided for hands-on experience.

✦ **General EDU1330 (Course Weight 1.0)**
This course is designed to prepare teachers of Business in Grades 9-12. It focuses on evidence-based curriculum development, planning, and implementation for a range of Business Courses. Innovative instructional techniques and assessment approaches for teaching a variety of Business Studies curricula at all secondary grade levels will be examined. Other topics addressed include the use of technology, selection and creation of resources for business courses, and current issues and directions in business education.

Children's Literature Within a Multicultural Context EDU5172
This course explores ways in which to bring children, cultural diversity and literature together in an interactive manner. The aim is to learn how to take advantage of the cultural backgrounds and interests that children of diverse backgrounds bring to the classroom and to use folklore to understand literature more deeply. Stories – whether traditional folktales or contemporary multicultural works – not only help define a child's identity and understanding of self, but they also allow others to look into, appreciate, and embrace another culture. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. This is a very "hands-on" course and the focus is to develop strategies for engaging students within the classroom in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. We discuss how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to the cultural communities it serves, and its relevance in confronting issues of human rights and social justice.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Classical Studies - Latin EDU1200 (Course Weight 1.0) *(not offered in 2008-09)*

This course introduces candidates to the philosophy, methodologies and issues related to the teaching of Latin in the intermediate and senior divisions. A variety of instructional and assessment strategies, and approaches to curriculum design will be explored. The course will focus on Latin vocabulary, grammar and syntax, comprehension, derivation and oral reading of prose and poetry. There will also be an emphasis on the social and cultural aspects of Roman civilization. The course will be delivered through a variety of approaches including reflective and active learning.

Prerequisites: Two full university courses in Latin.

Comparative and International Education: Issues for Teachers EDU5594

Comparative and international education is an interdisciplinary field that looks at "big-picture" issues such as the relationship between education and political, economic, and social change in different countries and regions of the world. Research and study in this field often guides the improvement of education, and helps educators become more reflective about their own schools and education systems from the perspective of others. This course will encourage students to look at the Canadian education system from a comparative perspective. The goal of the course is to increase students' understanding of the field of comparative and international education as it relates to their roles as teachers, their understanding of learning processes and their interest in educational policy.

Computer Studies Intermediate/Senior EDU1040 (Course Weight 1.0)

This course focuses on discourses in education and culture around computers and technology, in which teachers produce curricula and spaces where diverse student populations can engage in the production of computing knowledge. Knowledge of computing is built by students, teachers, communities, cultures, and globally through relationships and everyday and social/cultural experiences. Preservice teachers, in taking up multiple orientations and pedagogical approaches to the teaching of computers, will explore issues around computer use in secondary schools - e.g. privacy, pornography, relationships, and censorship in cyberspace, conceptual/imaginative interpretations and limitations in computerized environments, and problem-oriented and case study approaches to computing. Facilities are provided for hands-on experience with computers.

Prerequisites: Two full post-secondary courses in computing, or approved field experience.

Critical Literacies: Language Practices for Social Justice EDU5598

In this course, teacher candidates will explore the possibilities and practices of critical literacies in multilingual and multicultural classrooms that lead to social change. The course begins with taking stock of our reading/writing/viewing practices and understandings to situate them within new conceptions of literacies. We will analyze school (e.g., picture books, fiction, and nonfiction) and out-of-school (e.g., newspapers, TV commercials, and computer games) texts to become familiar with how the textual features shape stories or messages and how they shape expectations of our reading/viewing. As well, through 'textual' practices (writing) in constructing texts, teacher candidates will learn to declare their knowledge, contest existing knowledge, and cultivate a critical consciousness of language as a tool for social transformation. Engaging in and developing competence in critical literacy practices will be fundamental to making the transition from teacher candidates to classroom teachers as they use their knowledge to construct pedagogies that support and advance student understanding (Alverman, 2001) and develop their abilities to use critical literacies to take action for social change.

Curriculum Theory and Practice for Kindergarten EDU5566

The context of the kindergarten classroom is unique. This course explores learning theories, current research, policy changes and curriculum designs for the kindergarten. Teacher candidates will explore the ways in which parents, the community, and early childhood professionals interact during the educative process. Aims and objectives, essential elements and content for kindergarten programs, will be examined.

Design, Thinking and Problem-Solving in the Classroom EDU5575

In this course the spectrum of problem solving strategies will be studied and experienced, with an emphasis on those familiar to designers where a multitude of solutions are acceptable. Problem solving is a core component of the Ontario curriculum and is a prime motivational approach for learning activities. This course provides a practical teaching framework that acts as both a strategy of presentation to students, and a tool for the development of their classroom activities. The emerging world of online techniques for teaching and learning will be included.

Dramatic Arts Intermediate EDU1071 (Course Weight 0.5)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070 (Course Weight 1.0)
This course focuses on the philosophy and practice of drama in education with a particular focus on the cognitive, social, and artistic development of the older child and adolescent through both curricular and extracurricular programs. Teaching techniques introduce students to the use of movement and voice, as well as developing an awareness of and practice in drama as an art form. Activities are wide-ranging in their approaches to improvisation, textual analysis, interpretation, scripting. Teacher candidates will plan individual lessons and units as well as consider the purpose and design of a variety of assessment methods.
Prerequisites: Two full university courses in Drama, or approved field experience.

Drama Strategies for Effective and Affective Teaching EDU5519
This course is designed for teacher candidates interested in integrating the approaches used in drama education with their classroom practice in order to foster spontaneity, feeling, and intelligence in learning. Since classrooms are places of inquiry, we need to communicate effectively and create positive learning environments for our students. By using drama strategies across the areas of the curriculum, we can explore the 'arts of education', identifying effective teaching skills and investigating some of the ways we can engage the interests of our students in their own intellectual and emotional development. No prior experience in drama is required.

Eco-sociology EDU5164
This course looks at the state of the environment, and how we deal (and refuse to deal) with it in the social sciences, as well as in life in general. The theoretical starting point is the assumption that environmental issues and social equity issues are necessarily and inextricably intertwined.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Economics Intermediate/Senior EDU1080 (Course Weight 1.0)
This course introduces candidates to the methodologies and issues relevant to teachers of economics in Ontario. Instructional strategies, assessment techniques and curriculum designs that respect the combined role of teachers and learners are examined. Special emphasis will be placed on the use of Information Technology and other media to link theory with practice and foster critical thinking. Course delivery methods include interactive sessions, mini-lectures, demonstrations, individual and team presentations, guest speakers and field studies. Practical assignments challenge candidates to apply educational pedagogy to classroom realities. Candidates are encouraged to develop a personal professional philosophy about teaching economics, based on critical and reflective practice.
Prerequisites: Two full university courses in Economics.

Education and Work EDU5118
An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Emotional and Behavioural Problems in the Classroom EDU5572
This course explores innovative, practical and proactive strategies teachers can employ to manage child behaviour in the classroom. Problems such as aggression, shyness, depression, attention problems and over-activity will be covered. Teacher candidates will learn how to conduct informal assessments of child difficulties and how to modify the classroom environment to ensure optimal student performance and behaviour. Teacher candidates will consider how to work with parents and children concerning classroom-based problems.

English Intermediate EDU1101
This course engages teacher candidates in the practices, resources and theories of English/Language Arts to prepare them for teaching in the Intermediate grades (Grades 7-10). Explorations of written, visual and virtual texts such as literature, media, and technology define the content. Since language is fundamental to thinking and learning, teacher candidates engage in reading, writing, viewing, talking and representing strategies as the practical grounding for understanding and reflecting on English/Language Arts practices, and for creating sound language curricula. The content, methodologies, evaluation and skill requirements of the course will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Two full university courses in English.

English Intermediate/Senior EDU1100 (Course Weight 1.0)
This course engages teacher candidates in the practices, resources and theories of English/Language Arts to prepare for English teaching at I/S levels. Written, visual and virtual texts such as literature, media and technology define the content. Topics include teaching textual forms, writing processes, classroom language and media/technology. Teacher candidates will read, write, view, talk and represent their understanding of textuality to reflect on English/Language Arts practices and theories, as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skill requirements in English/Language Arts will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Two full university courses in English.

ESL Across the Curriculum EDU5524
This course will help teacher candidates at the primary, junior, intermediate and senior levels develop the skills, knowledge and dispositions to meet the needs of English second language learners in mainstream classes. We will focus on: 1) methods and techniques for adapting content-based teaching for ESL students; 2) integrating the formal aspects of English (grammar, vocabulary, pronunciation) into content-based teaching; 3) integrating strategy training and language awareness into mainstream programs; and 4) developing sensitivity to cultural and linguistic diversity. Candidates will be involved in reflective and active learning.

Evaluating Provincial Testing EDU5180
Examination of the principles of measurement and achievement assessment: validity (are we really testing the right content?), reliability (how accurate are the results?), comparability (can the results be compared, especially across time?), and fairness (is the test or the testing method biased against certain students or groups?). Consideration of the purposes, advantages, limitations, and dangers of standardized student testing. Examination of the recent history of provincial testing policies and implementations. Review of the practical methods of test preparation, validation, administration, scoring, analysis, and reporting. Survey of the interpretation and use of assessment results by students, teachers, educational administrators, and the public. Study of the consequences of the interpretation and use of test scores. The course will focus on the provincial testing programs of the Educational Quality and Accountability Office of Ontario, EQAO, with some extension to local testing and to national and international projects. The goal is to build knowledge and expertise so that educators, including front-line teachers and administrators, can be judicious consumers of provincial assessment results and leaders in affecting assessment policies and practices.
NOTE: Enrollment in this course will consist of both Graduate and B. Ed./Dipl. Tech. Ed. students. The course will be online with one in-class session.

Family Studies Intermediate/Senior EDU1160 (Course Weight 1.0)
This course explores the principles and practices in Family Studies in Ontario. As a foundation for lesson and curriculum design, teacher candidates will examine personal experience, professional practice, and current research, encompassing the evolving nature of the field, including integrated curriculum; alternative perspectives on teaching and learning; approaches to community-building, and inclusion of diverse learners; assessment and evaluation strategies; management and safety issues; utilization of technology; reciprocal school, community, and societal impact. Assignments will require teacher candidates to prepare practical applications and to apply educational pedagogy to classroom realities. Teacher candidates are encouraged to develop a personal philosophy about teaching Family Studies, based on critical and reflective practice.
Prerequisites: Three full university courses in Family Studies.

Foundations of Bilingual and Multicultural Education EDU5173

Linguistic and cultural diversity have always been characteristic of human societies. However, at no time in human history has there been so much mobility of human populations as in the past 40 years. As a result of the increase in population mobility and cross-cultural contact, English is spreading rapidly as an international language and issues related to second and third language acquisition are being actively debated in countries around the world. The course will focus on the educational implications and consequences of these global changes. How do power relations, both domestically and internationally, affect what kinds of educational program are implemented for linguistic and cultural minority groups? What do teachers need to know to teach effectively in contexts where diversity is the norm and second language learners are the mainstream? To what extent are Faculties of Education preparing teachers to teach the student population that actually exists in the schools as opposed to preparing teachers to teach the "generic" student who is still implicitly viewed as white, middle-class, monolingual, and monocultural? What forms of bilingual and immersion programs are feasible to implement in different contexts? What role, if any, should bilingual students' L1 play in their educational development?

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

French as a Second Language Intermediate EDU1111

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning core French teachers at the Intermediate level (Grades 7-10). The course will focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.

Prerequisites: Five full university courses in French and demonstrated proficiency in speaking and writing the language.

French as a Second Language Intermediate/Senior EDU1110 (Course Weight 1.0)

This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the Intermediate and Senior levels. We will focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; 3) electronic conferencing to support a collegial learning environment; 4) the creation of a professional portfolio. Candidates will be involved in reflective and active learning. This course is offered in French.

Prerequisites: Five full university courses of French and demonstrated proficiency in the language.

French Grammar and Syntax for the French as a Second Language Classroom EDU5505

This course, offered in French, provides teacher candidates interested in teaching French with an opportunity to deepen their understanding of the French language system (i.e. spelling, grammar, syntax, morphology, punctuation and etymology) and to explore how these aspects of language are dealt with in commonly-used FSL classroom resources. Questions such as the following will be explored: What errors in grammar, syntax, vocabulary and pronunciation are commonly made by French language learners? Why are these errors made? How can students be encouraged to recognize these and to actively correct them? How can we most effectively explain grammatical concepts to FSL learners, all the while maximising the use of the target language? It is not necessary to complete the French Proficiency Test in order to enroll in this course. However, as the course is offered in French and the assignments are to be completed in French, a high intermediate to advanced level of proficiency is recommended. As this course does not focus on second language teaching methods, it will not prepare you for a practicum in French nor will it certify you to teach French.

Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Mathematics Anxiety EDU5146

It has been well documented that many adults experience math anxiety, possibly due to the traditional way they have been taught math in their own schooling. This course offers a multifaceted approach for dealing with elementary teachers' math anxiety, based on holistic education principles. It will include math work for improving competence, utilizing reform-based approaches, as well as strategies for dealing with the anxious feelings, changing one's beliefs about math and gaining confidence as a math learner and teacher. Guided by the instructor and possibly also by one or more 'coaches', participants will work in small groups on selected math problems and activities at an appropriate level of difficulty. Various journal writing, group reflection, relaxation and guided visualization activities will be used in helping participants become aware of, and start dealing with their emotional and cognitive blocks in relation to math. Such work should allow participants to improve their attitudes toward math and open the door to accessing their mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for math-anxious students will also be included. This course is open to Primary/Junior candidates only.

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Gender Equity in Schools and Classrooms EDU5532

This course encourages prospective teachers to think about aspects of their work that have implications for gender equity. Examples of topics include: gender and our own school memories; access, participation and achievement; how schools are organized around gender; classroom treatment of girls and boys; coeducation vs. single-sex education; notions of masculinity and femininity; sexual harassment in schools; teachers' career paths; women's studies and feminist pedagogy. Issues are placed within a framework that considers gender roles and social change, feminist theories and questions about "equality" and "difference", and how gender operates together with other social divisions and designations such as race, class and sexual orientation.

Geography Intermediate EDU1441

This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Particular emphasis will be given to the learning needs of young adolescents. Candidates design and develop lessons and curriculum materials that are appropriate for diverse learners, and for teaching different kinds of geographic social science content, both across the curriculum and as a separate subject in Grades 7-10.

Prerequisites: Two full university courses in Geography.

Geography Intermediate/Senior EDU1440 (Course Weight 1.0)

This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Candidates develop lessons and curriculum materials that are appropriate for diverse learners and for teaching different kinds of geographic social science content, including international and cross-cultural material. Consideration is given to issues related to current curriculum reform. The course includes inquiry models, field study, the application of technology in learning, feedback-oriented assessment, and a variety of instructional techniques. Assignments involve practical applications and critical reflection.

Prerequisites: Two full university courses in Geography.

German - See International Languages

Health and Physical Education Intermediate EDU1251

This course of study prepares future teachers to design and deliver contemporary Intermediate level (Grades 7-10) health and physical education programs. It is consistent with the national and provincial trend towards de-emphasizing competitive team sports and focuses on wellness and the process of guiding youngsters to develop the knowledge, skills and attitudes that lead one to become physically active for a lifetime. Teacher candidates relate social, cultural, economic and political factors to teaching and student learning and their ability to work collaboratively within the school setting, systems and the community.

Health and Physical Education Intermediate/Senior EDU1250 (Course Weight 1.0)

This course of study prepares future teachers to design and deliver contemporary Intermediate/Senior level (Grades 7-12) health and physical education programs. Teacher candidates will experience effective methods to teach movement patterns, motor skills, and team concepts so that their students will enjoy success in physical activities throughout their lifetime. They will learn to deliver active living health concepts through various teaching methods so their future students will develop better decision-making abilities with regard to their own health. Candidates will understand and employ various teaching approaches, which acknowledge both the unique growth of individual

students and also the sequential stages of learning. Candidates will also explore, practice, and evaluate safe action while teaching, coaching, and supervising physical and health education activities.
Prerequisites: Two full university courses in Physical and Health Education. Consideration will be given to equivalent field experience.

History Intermediate EDU1151

This course has a dual focus. First, it prepares candidates to deal with the value, issues, and challenges of teaching intermediate History. Second, it helps candidates develop a repertoire of diverse teaching and assessment methods appropriate for Intermediate students (Grades 7-10). Course activities focus on Canadian History (as prescribed by the provincial guidelines), but links will be made to other histories, and to other subjects. Course methods involve lectures, demonstrations, interactive sessions, small group activities, and field study. Assignments promote the connection of theory and practice through practical applications of the methods studied, and through reflections on practice.
Prerequisites: Two full university courses in History.

History Intermediate/Senior EDU1150
(Course Weight 1.0)

This course will introduce candidates to the methodologies and issues relevant to teaching History in Ontario in the Intermediate and Senior divisions (Grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the history program to meet the needs of a diverse student body will be highlighted. The course will also introduce candidates to new directions for reshaping the History curriculum. Course methods include demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice.
Prerequisites: Two full university courses in History.

History and Educational Research EDU5144

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper. This course is intended for those planning to teach in the secondary schools.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Holistic Teaching and Learning EDU5595

This course will explore holistic teaching and learning strategies such as visualization, use of the metaphor, cooperative learning, and environmental education strategies. Basic principles of holistic education such as balance, inclusion, and connectedness will be examined. Finally, the role of the teacher in holistic teaching will be explored.

Identity Construction and Education of Minority EDU5169

This course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key concepts such as identity, ethnicity, minority, race, culture and language will first be analyzed. The process of identity construction will then be examined within the educational context of Ontario.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Immigration and the History of Canadian Education EDU5128

This course studies both the historical impact of immigrants and immigration on the Canadian school system and the equally important question of the school's role in guiding immigrant students to assimilation/integration into the mainstream Canadian community. The course is organized around a chronological frame beginning with pre-Confederation and working through today. Given the tremendous impact of immigration in the Greater Toronto Area since World War II, the course gives this era special weight. The course also balances discussion of two different and often historically opposing frames of reference: the agenda of the state and its constituent parts (especially the educational system) with regard to immigrants and immigration vs. the agenda of immigrants and their individual and collective understanding of the immigration and settlement process.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Information and Communication Technology - see Business Studies ***(not offered in 2008-09)***

Indigenous Peoples and Medias EDU5516
Cultural productions in which Indigenous peoples engage to tell stories include media, film, photography, newspapers and written texts. This course will endeavour to understand Indigenous texts through examining media, film, and multimedia sources written and produced by Indigenous peoples (including experimental and independent productions). The course will engage students in the Imaginative film festival, viewing films from Indigenous filmmakers globally. Students in this course will engage in discussion of literature/productions from Indigenous authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions engage in decolonizing, cultural vitalization and self-determination. The course will assist students in considering how to incorporate Indigenous literatures and productions into their pedagogic thinking and in their teaching.

In*queer*ies About Education EDU5576
This course will focus on matters of equity, inclusion, and school reform as these pertain to differences of sexual orientation among students. Course content and instruction will focus on understanding and addressing those educational issues confronting lesbian, gay, bisexual, transgendered, and queer students; strategies and resources for challenging homophobia and heterosexism; and approaches which seek to normalize homosexual identities and promote healthy development by reducing self-hatred and confusion. Parallel identifiers of race, ethnicity, gender, and beliefs will also be explored, along with curriculum materials and community support services that promote sensitivity and visibility. Dialogue will reveal questions of significance for lesbian, gay or bisexual educators, and how a queer identity can inform one's professional life.

Integrating Science, Mathematics and Technology Curricula EDU5174
This online course focuses on the practical curriculum issues associated with integrating school science, mathematics and technology in particular. Topics include the history of curriculum integration and school subjects, practical models for integration, strategies for teaching in an integrated fashion, ways of integrating these subjects with others in the context of the Ontario curriculum, student learning in integrated school settings, and curriculum implementation issues. Students will examine the contemporary literature on curriculum integration and report and reflect on their own teaching practices.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

International Languages Intermediate/Senior (Course Weight 1.0)
- ✦ German EDU1140
- ✦ Italian EDU1190
- ✦ Spanish EDU1310
- ✦ Other EDU1180 *(not offered in 2008-09)*

These courses will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of international languages. Although the emphasis will be on school programs at the intermediate and senior levels, the courses will also expose teacher candidates to community-based programs for intermediate-level learners. Courses focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.
Prerequisites: Five full university courses in the target language and proficiency in speaking and writing the language.

Internship
The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the Ontario College of Teachers.
NOTE: Course number and course weight are not applicable to the Internship.

Italian - See International Languages

Junior/Intermediate EDU1450 (Course Weight 1.5)
The Junior/Intermediate curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Junior/Intermediate divisions (grades 4-10) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, fieldwork, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information

technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

The components of this course are:

✦ Elementary Language Arts
The language arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. In the Language Arts course candidates explore many issues of literacy development using the Ontario Curriculum and the Standards of Practice as a framework and examine instructional approaches and perspectives. Candidates engage with research, key theories and major authors in the area, gain knowledge of balanced literacy programming, utilize various methods of assessing progress in Language Arts, have experience working with a variety of teaching techniques to promote growth in reading, writing and oral and visual communication, gain skill in integrating language arts with other subject areas. Candidates are continually encouraged to relate teaching practice to relevant research and theory.

✦ Elementary Mathematics
The mathematics component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates will be exposed to a study of mathematics as a discipline that involves investigating, verifying, exploring, explaining discovering, conjecturing and describing. Candidates will be encouraged to actively engage in reflective thought through use of manipulatives, discussion and problem-solving as well as through examination of effective instructional and assessment practices, and curriculum documents and materials.

✦ Elementary Science
The science component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates actively participate in integrated, hands-on learning experiences to gain exposure to the teaching and learning strategies, assessment and evaluation strategies and planning processes that enable students to achieve desired expectations from the Ontario Curriculum.

✦ Elementary Social Studies
The social studies component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Using the Ontario Curriculum documents, candidates in Social Studies study human beings, their interactions and the various environments in which they find themselves with an emphasis on interpretation, equitable and inclusive approaches and integration across all curricula.

✦ Elementary Music
The music component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This introductory course in music education is designed to prepare the prospective classroom teacher with basic skills and knowledge necessary for providing successful music experience with elementary school children.

✦ Elementary Health and Physical Education
The health and physical education component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to offer beginning teachers opportunity to discover health and physical education through experience in all three strands of the curriculum: healthy living, fundamental movement skills and active participation.

✦ Elementary Visual Arts
The visual arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to provide candidates with some fundamental strategies and approaches for teaching visual arts through a series of hands-on art making and art appreciation sessions.

Language, Culture and Identity: Using the Literary Text for Teacher Development EDU5179
A major objective of this course is to explore the delicate balancing act of language and ethnic identity maintenance and its implications for teacher development. This course will explore literature (both fiction and non-fiction) that focuses on the experiences of those who live within and between various cultural worlds, struggling to find voice, meaning and balance in their lives. The focus will be on

autobiographical narrative within a multicultural context both locally and internationally and on the power of narrative as a means to our understanding of the self in relation to the other. We will use the literary text as a vehicle for reflection on issues of language and ethnic identity maintenance, which will allow us to live vicariously in other ethnocultural worlds, with a view to the construction and reconstruction of meaning of teaching in a changing linguistic and cultural educational landscape. We will have the opportunity of exploring the immigrant experience in the pluralistic classroom through the eyes of those who necessarily live between two (or more) worlds and have articulated the experience for others to understand. These new insights will be used to examine the personal, social and academic adjustments that minority group children and parents face in the school system and in their new society in general.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Latin - See Classical Studies ***(not offered in 2008-09)***

Managing Conflict in Classrooms and the School Workplace EDU5538
This course is an in-depth examination of concepts and strategies for facilitating the constructive management of conflict in classrooms and schools. First, participants will learn and develop a range of approaches to helping students improve their capacities for communication, conflict resolution, problem solving, equitable participation in decision-making, and autonomous self-discipline. Second, participants will strengthen their capacities for understanding and handling conflict with other adults in the school workplace, such as diverse colleagues and parents. Activities and discussions will be built around two central ideas: conflict (its value for learning and its management or resolution at the classroom, school, and board levels) and democracy (facilitating the development of diverse 'students' and effective 'citizens'). The course uses a workshop/seminar format. Each participant will build their capacity to evaluate their own skills and to plan educational and communicative strategies in relationship to their own long-range goals, values, and skills as developing teachers. Attention will be given to diverse school contexts at the primary, junior, intermediate, and secondary levels.

Mathematics Intermediate EDU1221
This course is designed to prepare teacher candidates to teach students mathematics at the Grade 7-10 level in a thoughtful and interactive way. Candidates will explore a variety of teaching techniques which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.
Prerequisites: Two full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (Course Weight 1.0)
A consideration of mathematics education at the Intermediate and Senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.
Prerequisites: Two full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Models of Teaching: Enhancing Classroom Practice EDU5542
How do teachers improve their teaching in order to improve student learning? There are many powerful models of teaching - also known as instructional strategies - which promote and enhance particular kinds of learning. This course complements the basic teaching techniques introduced in Curriculum and Instruction courses by broadening and deepening a teacher candidate's repertoire of instructional strategies. Specific strategies/models addressed include: direct instruction, concept attainment, cooperative learning, inquiry and role-playing. Theory, design and practice will be combined to learn how to apply these and other models in elementary and secondary classes for all subjects.

Music Intermediate

- **Instrumental EDU1231**
  Prerequisites: Two full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
  OR
- **Vocal EDU1241**
  Prerequisites: Two full university courses in Music, or appropriate background in music.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and incorporate personal experience with music and technology (MIDI) and media arts.

Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in Grades 7-10. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Music Intermediate/Senior

✦ **Instrumental EDU1230 (Course Weight 1.0)**
Prerequisites: Two full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
OR
✦ **Vocal EDU1240 (Course Weight 1.0)**
Prerequisites: Two full university courses in Music, or appropriate background.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in Grades 7-12. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Politics Intermediate/Senior EDU1260 (Course Weight 1.0)
This course explores contrasting images of political education in democratic contexts with special attention to curriculum perspectives and instructional practices used in intermediate and senior Politics courses in secondary schools in Ontario. A variety of learning methodologies, assessment approaches and curriculum design practices will be examined and developed. Special attention will be given to issues and questions related to 'education for citizenship' as it is addressed in the intermediate Civics course, senior Politics courses, and across the curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities, independent and group investigations, and field studies. Assignments will require candidates to prepare practical applications for Politics courses and to think critically and reflectively about the links between theory and practice.
Prerequisites: Two full university courses in Political Science.

Practicum EDU4010
The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of forty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Preventing School Violence and Bullying: Theory, Practice, Evaluation and Implementation EDU5596
The goal of this course is to help teachers to identify bullies and learn techniques to prevent bullying behavior from developing or recurring in their school environment. This will be accomplished through an examination of related research incorporating a systems approach to the reduction of violence in schools. Experiential exercises simulating experiences of discrimination and bullying including writing and enacting plays, lived experience of discrimination and violence, and direct experience with victims of bullying will be used to heighten awareness of the problem. Emphasis will be placed on the instruction and implementation of bully reduction programs currently in use. Students will be encouraged to be involved with the implementation and evaluation of existing bullying prevention programs in schools to provide real-world experience in conducting and evaluating a violence reduction program. Instruction in program evaluation and critical appraisals of existing violence reduction programs will be integrated throughout the course. Students will emerge from the course with an increased awareness of the extent and impact of bullying and violence in schools, an understanding of the range and limitations of existing bully and violence prevention programs, and the ability and motivation to implement selected bullying and violence prevention programs in their future schools.

Primary/Junior Education EDU1420 (Course Weight 2.0)

The Primary/Junior curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Primary/Junior divisions (K-6) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, fieldwork, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

The components of this course are:

✦ Elementary Language Arts

The language arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. In the Language Arts course candidates explore many issues of literacy development using the Ontario Curriculum and the Standards of Practice as a framework and examine instructional approaches and perspectives. Candidates engage with research, key theories and major authors in the area, gain knowledge of balanced literacy programming, utilize various methods of assessing progress in Language Arts, have experience working with a variety of teaching techniques to promote growth in reading, writing and oral and visual communication, gain skill in integrating language arts with other subject areas. Candidates are continually encouraged to relate teaching practice to relevant research and theory.

✦ Elementary Mathematics

The mathematics component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates will be exposed to a study of mathematics as a discipline that involves investigating, verifying, exploring, explaining discovering, conjecturing and describing. Candidates will be encouraged to actively engage in reflective thought through use of manipulatives, discussion and problem-solving as well as through examination of effective instructional and assessment practices, and curriculum documents and materials.

✦ Elementary Science

The science component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates actively participate in integrated, hands-on learning experiences to gain exposure to the teaching and learning strategies, assessment and evaluation strategies and planning processes that enable students to achieve desired expectations from the Ontario Curriculum.

✦ Elementary Social Studies

The social studies component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Using the Ontario Curriculum documents, candidates in Social Studies study human beings, their interactions and the various environments in which they find themselves with an emphasis on interpretation, equitable and inclusive approaches and integration across all curricula.

✦ Elementary Music

The music component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This introductory course in music education is designed to prepare the prospective classroom teacher with basic skills and knowledge necessary for providing successful music experience with elementary school children.

✦ Elementary Health and Physical Education

The health and physical education component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to offer beginning teachers opportunity to discover health and physical education through experience in all three strands of the curriculum: healthy living, fundamental movement skills and active participation.

✦ Elementary Visual Arts
The visual arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to provide candidates with some fundamental strategies and approaches for teaching visual arts through a series of hands-on art making and art appreciation sessions.

Psychological Foundations of Learning and Development EDU3506
This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce teacher candidates to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Candidates will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

Religious Education Intermediate/Senior EDU1280 (Course Weight 1.0)
Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education. Candidates enrolled in this course can be expected to do one placement in a Roman Catholic secondary school setting.
Prerequisites: Five full university courses in Theology or Religious Studies.

NOTE: There is also a Religious Education course offered by Continuing Education for Initial Teacher Education candidates called "Learning and Believing in Catholic Schools." This course is not credited to the Initial teacher Education program and will not be appear on transcripts. For more information, please visit:
http://conted.oise.utoronto.ca/Religious_Education.html

School and Society EDU3508
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages candidates in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

Science
Intermediate/Senior candidates who select two Science teaching subjects must have a minimum of eight full university courses in the sciences and these must include the prerequisites for each of the selected Science teaching subjects.

✦ Science - Biology Intermediate/Senior EDU1470 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Biology), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Biology.

✦ Science - Chemistry Intermediate/Senior EDU1480 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Chemistry), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Chemistry.

✦ Science - General Intermediate EDU1301
This course is designed to prepare teachers of science in the Intermediate Division (Grades 7-10). It explores the teaching of selected units in all five strands from the Ontario Science and Technology Curriculum guideline. Attention is paid to the skills of lesson planning, laboratory techniques, teaching strategies, and assessment and resources, through workshops, lectures and lab activities.
Prerequisites: Three full university courses in Science.

✦ Science - General Intermediate/Senior EDU1300 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Biology, Chemistry and Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science with a minimum of one full course in each of Biology, Chemistry, and Physics.

✦ Science - Physics Intermediate/Senior EDU1490 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Physics.

Science and Technology in Context EDU5517
Science and technology are powerful personal and social enterprises that can greatly affect and can be greatly affected by individuals, societies and environments. As processes, they are highly idiosyncratic and situational, dependent on myriad, often unpredictable, contextual variables. These perspectives about science and technology often contrast sharply with their portrayal in schools, which — for various complex reasons — tend to present students with more systematic, compartmentalized, idealized and unproblematic images of and experiences with these fields. Through this course, teacher candidates will have opportunities to develop expertise for providing elementary and secondary school students with realistic contexts relating to knowledge building in science and technology. The course addresses (and transcends) expectations within the Skills of Inquiry, Design & Communication and Relationships (Relating Science to Technology, Society, and the Environment [secondary] and Relating Science and Technology to the World Outside the School [elementary]) learning domains in Ontario curricula.

Self-Assessment EDU5176
This course focuses on theory, research and practices in self-assessment as a form of self-reporting used by teachers, educators and health professionals to examine their own practices and effects, and by students or learners to examine both process and product of learning. Some of the topics include types of self-assessment, self-assessment methods, cognitive processes, psychometric issues and sources of bias in self-assessment, current policies regarding teachers' and health professionals' self-assessment practices for self-directed learning and quality assurance, self-assessment and classroom action research, self-assessment and the use of portfolios, and effects of self-assessment.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Silver Screen Teachers EDU5535
Teachers and teaching are often portrayed in movies and television. Often teachers are stereotypes or metaphors for the profession, with stories and characters cast (and actors directed) by those with varying degrees of insight into the realities, complexities, intricacies, and demands of the profession. Silver screen teachers are either saviours of particularly recalcitrant students or scapegoats for (or recipients of) the misbehaviours and misdemeanors of mischievous youngsters. Popular depictions of teachers often contribute to unrealistic conceptions of the role. Teachers' lives and careers, not to mention their pedagogical orientations and practices, are complex and the film and digital media portrayals (along with readings)

in this course are vehicles for critical, reflexive examinations of the teaching act. The purpose of the course is to critique the representation of teachers and their practices for the purposes of:

- understanding the realities and complexities of teaching and the role of teacher
- clarifying notions of pedagogy and instruction
- expanding conceptions of classroom teaching and the contexts of schools
- challenging simplistic notions of classroom management and student relationships
- developing sound images of future practice

Preservice teachers will develop their conceptions of teaching, and being a teacher, focusing on the first year of teaching.

Social Sciences - General Intermediate/Senior EDU1270 (Course Weight 1.0)

This course introduces candidates to the issues around and methodologies for teaching Social Science/Contemporary Studies courses in Ontario. A range of teaching methodologies, assessment approaches, and curriculum designs will be examined and developed. This course will also focus on issues and questions related to current curriculum reform efforts. Course methods include lectures, demonstrations, interactive sessions, small group activities, and field studies. Assignments will require candidates to prepare practical applications and to link theory and practice. Special emphasis will be placed on the use of information technology and other media in the classroom in order to foster critical thinking.

Prerequisites: Two full university courses in Psychology, Sociology or Anthropology.

Spanish - See International Languages

Stress and Burnout: Teacher and Student Applications EDU5593

The course is divided into 3 sections, with an overarching focus on the negative impact of stress on teachers and students. Section 1 includes a general overview of stress and its effects on health, mental health, and cognitive functioning. Section 2 focuses on the particular impact of stress on teachers (burnout) and students (stress-related problems). We will discuss evidence of high rates of burnout among teachers, theories that attempt to explain why it occurs, and case presentations of common burnout subtypes or scenarios. We will also discuss evidence of increasing stress among children and young adults, and the consequences of this trend. Finally, Section 3 involves practical steps for recognizing student and teacher stress, and discussion of effective ways of both preventing stress-related problems before they occur and treating them once they do.

Supporting Gifted and High-Level Development EDU5529

This course will encourage participants to: 1) deepen their understandings of giftedness and high-level development, 2) acquire a good working knowledge of theory-based, evidence-based, and empirically-validated ways to adapt classroom instruction to meet the needs of advanced learners, and 3) encourage gifted-level development in diverse learners. Many issues will be addressed, with particular attention paid to the practical implications of DEFINITION: (What is giftedness? What is creativity? How are they connected?) IDENTIFICATION: (Who is gifted?) and PROGRAMMING: (What curriculum adaptations and support mechanisms are required, and when?). Theories and research will be reviewed from various disciplines including cognitive science, developmental psychology, educational psychology, and special education. Applications to inclusive classroom settings, congregated gifted programs, and home and school linkages will be considered.

Teacher Education Seminar EDU6000 (Course weight 1.0)

This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

In the Primary/Junior and Junior/Intermediate programs, the Teacher Education Seminar will focus on individual and collaborative processes (e.g., portfolio assessment, action research, computer conferences) that promote an integrated and informed understanding of teaching and learning through a variety of lenses, such as equity and diversity. Directed field experiences with contributions from educators in the partnership districts will be emphasized.

In the Intermediate/Senior and Technological Education program, the Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Teaching in French Immersion EDU5552
This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning French immersion teachers at the primary, junior, intermediate and senior levels. We will focus on: 1) methods and techniques for content-based teaching in immersion; 2) integrating the formal aspects of French language teaching (grammar, vocabulary, pronunciation) into content-based, immersion teaching; and 3) integrating culture, strategy training, language awareness into immersion curricula. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Demonstrated proficiency in all aspects of communicative competence in French by successfully completing the French Language Proficiency Test. An extended stay in a francophone milieu is highly recommended for non-native speakers of French.
NOTE: This course does not lead to teaching certification for FSL.

Technology, Curriculum & Instruction EDU5574
How can teachers bring technology into their classrooms in such a way that students learn more deeply and teachers teach more effectively? This class will help you consider some effective ways of adding technology to your curriculum. We will read papers from the research literature concerned with how technology can help promote deeper understanding, new opportunities for peer exchange, and for deeper interactions between students and teacher. We will explore some of the latest and greatest technologies for math, science, language, arts and humanities instruction. Each week, students will take turns presenting an interesting technology to their peers, including hands-on activities. The course will meet in a computer lab, where students will work in pairs to design a technology enhanced lesson that could help their own students understand curriculum topics more deeply, and promote rich interactions within their classroom. We will also address the issue of how technology can help respond to the diversity within our classrooms, promoting equity and fostering a dynamic classroom community.

The Adolescent Brain: Implications for Instruction EDU5537
Cognitive neuroscience is making rapid strides in areas highly relevant to education. However, there is a gulf between current science and direct classroom applications. This course will examine new findings from neuroscience on adolescent brain development and how these findings can inform instruction. Teacher candidates will gain an understanding of how to optimize the brain's ability to benefit from teaching and how good instructional practice can be undermined by brain-based factors such as learning anxiety, attention deficits and poor recognition of social cues. Research findings on cognitive development will include profiles of the average learner, the gifted learner and the student with special needs. The use of scaffolding, adaptive technology and assessment to support adolescent learners will also be discussed. There will be a focus on metacognitive strategies as well as differentiated instruction and universal design which can be used to meet the needs of diverse learners in general education classrooms. Current research on frontal lobe development will be investigated in relation to social and emotional development in adolescence and the implications of this research for classroom management and peer relationships.

The Origins of Modern Schooling II: Problems in 19th and 20th Century Education History EDU5134
This course traces the historical emergence, development and coming of age of a modern schooling system in North America. Recognizing that the unfolding of a universal, compulsory and publicly funded system of schools in North America did not take place in a vacuum, the course is careful to place the evolution of schools and schooling into the context of the major social, economic and political forces which shaped and are continuing to reshape our modern era. In addition to exploring how schools and the school support structure evolved through the 19th and 20th centuries, this course will also discuss how and if the schools reflect and serve the societies of which they were and are a part.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Visual Arts Intermediate EDU1011
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the senior elementary or junior secondary level (Grades 7 to 10). Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and evaluation strategies; artistic growth and adolescent development; design concepts; curriculum integration; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; and use of community resources.
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (Course Weight 1.0)

Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the secondary level. Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; media arts and technology; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; use of community resources; and the teacher's personal artistic development.

Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent.

NOTE: Candidates must have studio-oriented experience.

Youth Popular Culture and Schooling EDU5556

This course attempts to characterize the complex world of social problems in which teachers and students learn. We will explore the experiences of youth sub-cultures drawing from raves, house, and heavy metal parties; the use of techno, rap, hip-hop and reggae music sub-cultures; drugs, fashion and its relationship to anorexia; and the relationship between youth in shopping malls and school hallways. Also to be explored is the role of the media; how it has imagined or constructed youth as a particular community with shared interests, and how young people resist these stereotypes in school, families, and communities creating independent representations of their own lives.

Technological Education Program

✦ Bachelor of Education

✦ Diploma in Technological Education

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an **Ontario Teacher's Certificate of Qualification** (O.T.C. of Q.). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technological Education

The **Bachelor of Education** degree will be awarded to candidates who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an **Ontario Teachers' Certificate of Qualification**, with qualifications in Technological Studies. An approved degree must include at least 15 full-year courses (or equivalent) and no more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions; and contain no transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing.

The **Diploma in Technological Education** will be awarded to candidates who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

However, the **Bachelor of Education** degree will be awarded to holders of the Diploma in Technological Education who, subsequent to receiving this Diploma, submit to the Registrar of OISE proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technological Education after 1975 are eligible for the Bachelor of Education degree.

NB: In this context for a degree to be approved by OISE, it must contain:

- At least 15 full-year courses (or equivalent) and must not include any transfer credit for courses which were counted for admission to, or completed in, the technological studies diploma program.

- No more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions.

- Contain no transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing.

Technological Studies Areas

"Technological education has moved away from a trade-specific focus to one of integration and the development of transferable skills." This is reflected in the consolidation of areas within technological studies into seven "**broad-based technology**" areas. The descriptions are derived from the "Curriculum Guideline: Broad-based Technological Education" prepared by the Ministry of Education in 1995.

The seven broad-based technology (BTT) areas are:

1. Communications Technology

Includes the study of live, recorded and graphic communications.

2. Construction Technology

Includes the study of residential, commercial, industrial, recreational and other built environments, including the systems required to maintain and service them.

3. Hospitality Services

Includes the study of tourism and guiding, travel and accommodation, food preparation and serving, and other hospitality issues.

4. Manufacturing Technology

Includes the study of product design, process and production planning, manufacturing processes, and quality control.

5. Personal Services

Includes the study of health care, personal care, child care, and geriatric care.

6. Technological Design

Includes the in-depth study of a variety of design processes that may be used in solving technological challenges in the fields of architecture, communications technology, construction, manufacturing, electronics and transportation. It also includes the development of industrial and commercial products and services, and health, safely and environmental systems.

7. Transportation Technology

Includes the study of land, air and marine transportation from the point of view of personal transportation, mass transit systems, and the transportation of freight and other objects.

Admission Requirements

Applicants' qualifications for admission will be assessed in relation to their selected Technological Studies Area. Please refer to our admissions information website **<www.oise.utoronto.ca/admissions>** for detailed information about specific trades and/or professions that can be included in each of the listed BBTs. To be eligible for consideration applicants must meet our requirements in each of the following four areas:

1. Basic Academic Requirement:
Ontario secondary school graduation, or its equivalent.

2. English Language Proficiency:
An acceptable level of proficiency in oral and written English as described in the OISE Teacher Education English Language Proficiency Policy (See pages 62 - 64).

3. Formal Technical Education and Proof of Competence:
Completion of a program of formal Technical Education in an approved trade or profession related to the Technological Studies area for which you are applying (See page 38 for list of areas). Your level of achievement in this program must be sufficient to demonstrate competence in your selected Technological Studies Area at both the basic and related advanced level (See page 40 concerning the Technical Proficiency Examination).

4. Skilled Wage-Earning Experience:
One of:

a) Five years of skilled full-time wage-earning business or industrial experience in the Technological Studies area for which you are applying (see page 38) and subsequent to attaining a related Certificate of Qualification;

OR

b) A combination of post-grade 12 education related to the Technological Studies area for which you are applying, and skilled full-time business or industrial experience totaling at least five years. The latter must include at least two years of skilled full-time wage-earning experience in the selected Technological Studies area of which no fewer than sixteen months must have been spent in continuous employment;

OR

c) At least 3700 hours of skilled wage-earning experience and successful completion of a postsecondary education program acceptable to the Ontario College of Teachers and which includes at least 24 months (6 semesters) of full-time academic studies related to the Technological Studies area for which you are applying. This wage-earning experience need not be continuous employment.

Selection

Not all applicants who satisfy our minimum requirements can be admitted. Our final selection decisions will be influenced by the number of applicants and the level of the qualifications that they present for consideration. We will consider factors such as faculty resources and practice teaching opportunities available for specific BBTs. This may result in the imposition of limits on the number of candidates that we will admit into some BBTs.

Preference is given to those applicants who have broad-based skills related to their selected Technological Studies area. Evidence of ongoing training and computer literacy is also considered.

In the essay portions of the Technological Studies Profile, written communication skills are important. Teaching-related experience is recommended, and it is expected that applicants will display a keen understanding of the teaching profession and of learners in today's schools.

OISE reserves the right to refuse applicants whose qualifications, though within the scope of an area of broad-based technology, pertains to such a narrow or specialized skill-set as to make these qualifications unsuited for the broad-based technology curriculum of Ontario schools. Similarly, qualifications based on obsolete technology may not be considered.

Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) TEAS application form with the required application and service fees attached (submitted to the Application Centre in Guelph, Ontario).

2. A completed Technological Studies Profile.

3. Official transcripts from secondary school showing high school courses and proof of high school graduation.

4. Official transcripts from a College of Applied Arts and Technology or a University where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.

5. Skilled wage-earning experience documented in a manner acceptable to OISE.

6. Documented proof of competence, and of formal training and skills-acquisition prior to the beginning of skilled employment:

   a) A Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) accompanied by a Certificate of Apprenticeship (C of A) and the details of the examination showing at least **70% (B)** standing in the Technological Studies area for which certification is sought. The C of Q must be accompanied by details of the examination showing final mark **and** a copy of the Certificate of Apprenticeship (C of A). Photocopies are acceptable.
   b) A degree or a three-year diploma, supported by an official transcript, from a College of Applied Arts and Technology, a Polytechnic and/or University showing proof of concentrated study (a minimum of 5 full courses) in the Technological Studies area for which certification is sought.
   c) A two-year diploma from a College of Applied Arts and Technology, supported by an official transcript, showing proof of concentrated study (a minimum of 5 full courses) in the Technological Studies area for which certification is sought and with an **overall B-range** average in the program.
   d) Candidates who do not have a Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) and have not completed a program of at least two years' duration at a College of Applied Arts and Technology, a Polytechnic Institute and/or University, relevant to the specific Technological Studies area, must submit detailed evidence of equivalent training which occurred prior to the commencement of skilled employment.

   NOTE: Proof of competence in the chosen Technological Studies area will be assessed in our admissions evaluation. However, teacher candidates in the Technological Studies Program must be able to actively demonstrate all tasks related to their area of qualification in a safe and proficient manner in a classroom setting. Therefore, OISE reserves the right to require accepted candidates to successfully complete a Technical Proficiency Examination (TPE). If necessary, candidates will be tested on the fundamental principles, operations, processes and skills of the Technological Studies area in which certification is sought. The Technological Studies Coordinator can provide further information during the program.

7. Evidence of an acceptable level of proficiency in oral and written English as described in the OISE Teacher Education English Language Proficiency Policy (see pages 62 - 64).

Additional Information

a) Applicants should be aware that assessment of work experience, skilled training, and academic credentials by OISE is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessments and will make its own evaluation for certification purposes.
b) Documentation in a language other than English or French must be accompanied by an official government translation or a translation supported by a declaration sworn before a Notary Public or Commissioner of Oaths attesting to the correctness of the translation. Photocopies of documents will not be accepted unless accompanied by the original, for our verification, and supported by a sworn statement.
c) Applicants who receive an offer of admission will be also required to submit the following:
   - A photocopy of a certificate of change of name, where applicable.
   - A photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
d) Criminal record screening is required for completion of our program, and for certification by the Ontario College of Teachers. See pages 3 - 4 for details.

Applications are available at: www.ouac.on.ca/teas

Further information is available from:
OISE Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-978-1848
E-mail: admissions@oise.utoronto.ca
Website: www.oise.utoronto.ca/admissions

Program of Study

The Technological Studies program consists of seven components (A-G following), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree or the Diploma in Technological Education, and the **Ontario Teachers' Certificate of Qualification.**

In addition to the regular September to June delivery, there is also the **Technological Studies Apprenticeship Program (TSAP)**, designed to attract highly skilled trade persons representing teaching subjects in technological studies which are in short supply.

TSAP, when offered, is delivered in two compressed modules, with possibly three different schedules as detailed below, for starting and completing the program:

a) The academic modules in two consecutive Summer Sessions, with the Practicum and Internship in the intervening months.
b) The academic modules in the Summer and Fall Sessions; the Practicum also in the Fall Session; and the Internship to follow in the Winter Session.
c) The academic modules, the Practicum and the Internship in the Winter and Summer Sessions.

TSAP candidates will be required to successfully complete the first academic module before proceeding to the second academic module, the Practicum or Internship.

NOTE: Courses offered as part of the TSAP program begin with the prefix ETA rather than EDU or ETS (e.g. ETA 1040).

A) Curriculum and Instruction
(Course Weight 2.0)

Two Technological Studies Curriculum and Instruction courses are required of all candidates:

ETS1040 Curriculum Development for Technological Studies (1.0)
ETS1010 Principles and Methods of Teaching Technological Studies (1.0)

B) Teacher Education Seminar
(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all teacher candidates. The Seminar links their experiences across the program, emphasizes professional growth and provides specialized components for secondary candidates.

C) Psychological Foundations of Learning and Development
(Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all teacher candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all teacher candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow teacher candidates to pursue individual interests and deepen or broaden their knowledge and skills. (Please see page 18 for the list of Related Studies courses.)

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all teacher candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Locations of Practicum Assignments

School Boards

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Simcoe Muskoka Catholic School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. Practicum placements for Intermediate/Senior and Technological Studies candidates will be in secondary schools. All Practicum placements are made by OISE. Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight 0.0)

The Internship is the culminating field experience and is required of all candidates. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTES:

1) Courses are listed in alphabetical order.
2) All courses have a course weight of 0.5 unless otherwise noted.
3) Please see pages 19 - 37 for descriptions of the Related Studies courses.

Curriculum Development for Technological Studies ETS1040 (Course Weight 1.0)

This course is an introduction to the theory and practice of curriculum development for Broad-Based Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course.

Internship

The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the Ontario College of Teachers.

NOTE: Course number and course weight are not applicable to the Internship.

Practicum EDU4010

The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of forty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Principles and Methods of Teaching Technological Studies ETS1010 (Course Weight 1.0)
This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules.

Psychological Foundations of Learning and Development EDU3506
This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce teacher candidates to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Teacher candidates will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

School and Society EDU3508
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

Teacher Education Seminar EDU6000
(Course Weight 1.0)
This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

The Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Concurrent Teacher Education Program (CTEP)

Concurrent Teacher Education

In addition to the one-year consecutive Bachelor of Education program, a collaborative Concurrent Teacher Education Program (CTEP) is being offered. It is a new option for high school graduates and first year university students who are interested in a career in teaching. The program expands teacher education across the three University of Toronto campuses.

CTEP Partners

✦ **Ontario Institute for Studies in Education of the University of Toronto**
E-mail: ctep@utoronto.ca

✦ **University of Toronto Scarborough**
Website: www.utsc.utoronto.ca/admissions
Telephone: 416-287-7529

✦ **University of Toronto Mississauga**
Website: www.utm.utoronto.ca/prospective

✦ **Faculty of Music**
E-mail: undergrad.music@utoronto.ca

✦ **Faculty of Physical Education and Health**
Email: undergrad.peh@utoronto.ca

✦ **St. Michael's College**
E-mail: michael.oconnor@utoronto.ca

✦ **Victoria College**
E-mail: vic.registrar@utoronto.ca

Program Information

The program leads to two, concurrently earned, undergraduate degrees: a Bachelor of Education (B.Ed.) with recommendation for teaching certification in Ontario and one of the following:

- Honours Bachelor of Arts (H.B.A.)
- Honours Bachelor of Science (H.B.Sc.)
- Bachelor of Music (B.Mus.)
- Bachelor of Physical and Health Education (B.P.H.E.)

For students admitted directly from high school the program is 5 years full-time. For students who are admitted after completing one full year (minimum of 4.0 course credits) at the University of Toronto or another university, the program is 4 years full-time.

Teaching Levels and Areas of Study

Preparation for elementary school teaching is at the Primary/Junior (P/J) level, and spans Kindergarten to Grade 6. Elementary school teachers are responsible for teaching many subjects, including Math, Music, Drama, Science, etc.

- Primary/Junior students at UofT Scarborough must choose one of: a major in Mathematics, Chemistry, Physics, or a Specialist in French, within their undergraduate degree, to participate in CTEP.
- Students interested in applying to the Victoria College Primary/Junior Program in Year 2, are encouraged to enroll in the Vic One Ryerson Program in Year 1 of their B.A. or B.Sc. degree.

Preparation for secondary school teaching is at that Intermediate/Senior (I/S) level, and spans Grades 7-12. Students are required to specialize in two areas. During the course of their subject degree (H.B.A., H.B.Sc., B.Mus., or B.P.H.E.) students must take courses that will allow them to teach two high school subjects.

Once in the program, every CTEP student must select one Anchor Subject, linked to a particular campus, faculty or college. This Anchor Subject becomes one of the student's two teaching subjects as a future secondary school teacher.

Each CTEP partner offers different Anchor Subjects in high demand teaching subjects. These are areas where there is an identified need for teachers:

UTM Chemistry, French, Math
UTSC Chemistry, French, Math, Physics
PHE Health and Physical Education
MUS Music Instrumental, Music Vocal
SMC Religious Education

CTEP students intending to teach in secondary schools must select another teaching subject from the list below and accumulate the proper number of courses to be allowed to teach the particular subject, which currently include:

Business Studies - Accounting
Business Studies - Information and Communication Technology
Business Studies - General
Dramatic Arts
Economics
English
Family Studies
French as a Second Language
Geography
Health and Physical Education
History
International Languages - German
International Languages - Italian
International Languages - Spanish
International Languages - Other
Mathematics
Music - Instrumental
Music - Vocal
Politics
Religious Education
Science - Biology
Science - Chemistry
Science - General
Science - Physics
Social Sciences - General
Visual Arts

For more information and application deadlines please visit the CTEP website:

www.ctep.utoronto.ca

Master of Arts in Child Study and Education

The Master of Arts in Child Study and Education Program is offered at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces candidates to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Candidates also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Eligible graduates are recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario Schools.

Candidates in this program are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE Bulletin and the School of Graduate Studies Calendar for full details.

For detailed information, visit the Registrar's Office website:

www.ro.oise.utoronto.ca

Master of Teaching in Elementary and Intermediate Education

The Master of Teaching (M.T.) degree program in Elementary and Intermediate Education is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Master of Teaching Program offers candidates a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides candidates with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of teacher candidates preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Candidates in this program are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE Bulletin and the School of Graduate Studies Calendar for full details.

For detailed information, visit the Registrar's Office website:

www.ro.oise.utoronto.ca

Other Programs of Interest to Prospective Teachers

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

University of Toronto Mississauga (UTM)

Exceptionality in Human Learning

The four year specialist undergraduate degree program provides a good preparation for applicants to the OISE Bachelor of Education degree program or the Master of Arts in Child Study and Education degree program (for kindergarten to grade 6).

Mathematics Education

OISE and the University of Toronto at Mississauga have agreed to a partnership to enhance the preparation of secondary school teachers of mathematics. Students in the undergraduate degree program at the University of Toronto at Mississauga will enrol in the program during their third year.

During their fourth year, students will take a special mathematics course designed to be good preparation for students wanting to pursue a career in teaching and will participate in a field experience in a secondary school working with a mentor teacher. Their work at OISE will build upon their prior learning.

The Early Teacher Project

A four year undergraduate degree program in science and mathematics leading to admission to the OISE Bachelor of Education degree program. Students in this project take a UTM Science Education course which includes science pedagogy in elementary and secondary schools. While completing their undergraduate credits, students in this project are assisted by a UTM placement officer in gaining necessary experiences in Mississauga schools prior to their acceptance into the Bachelor of Education degree program.

University of Toronto Scarborough (UTSC)

The Early Teacher Project

A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the OISE Bachelor of Education degree program.

Faculty of Music

Music Education

A four year undergraduate degree program in music education which provides a good preparation for music applicants to the OISE initial teacher education degree programs.

Faculty of Physical and Health Education

Physical and Health Education

A four year undergraduate degree program which provides a good preparation for physical and health education applicants to the OISE Bachelor of Education degree program. Prospective teachers should pay particular attention to the "Preparation for Teaching Option".

Teachers' Associations of Ontario

Ontario College of Teachers/L'Ordre des enseignantes et des enseignants de L'Ontario

121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222 (within Ontario)
Fax: 416-961-8822
E-mail: info@oct.ca
Website: www.oct.ca

L'Association des enseignantes et des enseignants franco-ontariens (AEFO)

681, chemin Belfast
Ottawa, Ontario K1G 0Z4
Téléphone: 613-244-2336
Téléphone: 1-800-267-4217
Télécopieur: 613-563-7718
Télécopieur: 1-800-609-7718
Site web: www.aefo.on.ca

Elementary Teachers' Federation of Ontario (ETFO)

480 University Avenue, Suite 1000
Toronto, Ontario M5G 1V2
Telephone: 416-962-3836
Telephone: 1-888-838-3836
Fax: 416-642-2424
Website: www.etfo.ca

Ontario English Catholic Teachers' Association (OECTA)

65 St. Clair Avenue East, Suite 400
Toronto, Ontario M4T 2Y8
Telephone: 416-925-2493
Telephone: 1-800-268-7230
Fax: 416-925-7764
Website: www.oecta.on.ca

Ontario Secondary School Teachers' Federation (OSSTF)

60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: 416-751-8300
Telephone: 1-800-267-7867
Fax: 416-751-3394
Website: www.osstf.on.ca

Ontario Teachers' Federation (OTF)

1300 Yonge Street, Suite 200
Toronto, Ontario M4T 1X3
Telephone: 416-966-3424
Telephone: 1-800-268-7061
Fax: 416-966-5450
Website: www.otffeo.on.ca

Qualification Evaluation Council of Ontario (QECO)

1300 Yonge Street, 2nd Floor
Toronto, Ontario M4T 1X3
Telephone: 416-323-1969
Telephone: 1-800-385-1030
Website: www.qeco.on.ca

Fees

- Administrative User Fees
- Library Fees and Fines
- Tuition Fees

The University reserves the right to alter fees and other charges described in the Calendar. To be officially registered, tuition fees must be paid. For full details on the tuition fees and fees refunds, consult the University's fees website: **www.fees.utoronto.ca**

1. The minimum first payment for the initial teacher education program, and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register. Teacher candidates who have applied for OSAP assistance prior to May 31, and cannot pay the required fees before receiving their OSAP funds, may obtain a temporary deferment of fees.

2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on November 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.

3. Teacher candidates who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. Notification of withdrawal must be made in writing to the Registrar.

4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

Administrative User Fees (2008-09)	$
Calendar for persons not registered in OISE	4.00
Copy of record	15.00
Duplicate tax receipts	5.00
Faculty Service Fee	70.00
Late registration fee (plus $5.00 per day)	44.00
Letters/Forms of Confirmation	7.00
Official transcripts	10.00
Replacement of Calendar	4.00
Replacement of student/library card	12.00

Library Fees and Fines (2008-09)	$
Damaged book or serial	45.00
Lost book	145.00
Lost bound serial	245.00
Lost unbound serial	75.00
Overdue fines	
• Books and serials (per day per item)	.50
• Short-term loan books and serials (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Reserved/Recall books and serials (after 7 days of notice)	2.00
• Software (per day, per item)	5.00

Bachelor of Education and Diploma in Technological Education Tuition Fees (2008-09)

Academic fee	$
Domestic students	5,298.00
International students	19,404.00
Non-academic incidental/ancillary fees	1,270.30
University Health Insurance Program	
Domestic students	-----
International students	756.00
Total fee payable	
Domestic students	6,568.30
International students	21,430.30

Financial Assistance and Awards

NOTE: Master of Arts in Child Study and Education and Master of Teaching in Elementary and Intermediate Education candidates should refer to the OISE Graduate Studies Bulletin.

✦ Financial Assistance

Policy on Student Financial Support

The University of Toronto's Policy on Student Financial Support states, as a fundamental principle that "No student admitted to a program at the University should be unable to enter or complete the program due to a lack of financial means." This guarantee, which is implemented through the UTAPS program (see below) is designed to ensure that all students have access to the resources necessary to meet their needs as assessed by a common mechanism. This mechanism is based on the Ontario Student Assistance Plan (OSAP). The University of Toronto is unique among Canadian universities in providing this assurance of financial support.

Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) provides needs-based financial assistance to Ontario residents who are Canadian citizens or permanent residents. Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans to assist with educational and living expenses. The Ontario Student Opportunity Grant provides partial forgiveness of loans on an annual basis for students who have incurred large debt loads.

It is strongly recommended that students apply for OSAP assistance prior to May 31. Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

OSAP application forms can be accessed at:
http://osap.gov.on.ca

Further information may be obtained from:
Admissions and Awards
315 Bloor Street West
University of Toronto
Toronto, Ontario M5S 1A3
Telephone: 416-978-2190
OR
OISE Student Services Office
252 Bloor Street West, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: http://www.oise.utoronto.ca/studentservices/osapBursaryAward/osap.php

Ontario Bursary for Students with Disabilities

Non-repayable assistance is available for OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards. Detailed information on this program is also available on the OSAP website.

UTAPS (University of Toronto Advance Planning for Students)

Students are first expected to rely on OSAP assistance up to the level of the maximum OSAP loan. UTAPS is a University of Toronto program of financial support to students whose needs have not been fully met after receiving maximum government aid from OSAP. The University will provide assistance in the form of a non-repayable grant that covers the difference between OSAP-assessed need and the maximum allowable loan provided to the student. You are automatically considered for UTAPS if you apply for OSAP. Out-of-province students must fill out a special application form available from the Office of Admissions and Awards.

University of Toronto Work-Study Plan

This program is funded by the University and the Ministry of Training, Colleges and Universities and provides on-campus part-time employment to students with financial need. Students are expected to have applied to OSAP but those with special circumstances may also be considered providing financial need can be demonstrated. Eligibility information and applications are available from Admissions and Awards.

OISE Bursary

The OISE Awards Committee offers non-repayable bursaries to students registered in the Bachelor of Education/Technological Education program who demonstrate financial need. The bursary is intended to supplement the student's own resources, including government assistance. Students are expected first to apply for, and qualify for, an OSAP loan, although special circumstances are sometimes considered. If you are seeking financial counselling, or wish to discuss your personal circumstances in confidence, please make an appointment to see a counsellor in the OISE Student Services Office.

Applications and further information can be found online at:

http://www.oise.utoronto.ca/studentservices/osapBursaryAward/bursary.php

✦ Special Bursaries

Christopher Parker Memorial Fund

This fund was established to provide a one-time grant to support full-time OISE students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited, to students with hearing impairments. Applications are available online at:

http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

Jeffrey Drdul Memorial Awards in Special Education

The Jeffrey Drdul Memorial Awards are given to students graduating from the teacher education program who are continuing in an Ontario College of Teachers certification course in Special Education at the University of Toronto in the session immediately following their graduation and who have demonstrated their ability to contribute to the field of Special Education. Graduates with an interest in Early Childhood Education, ESL, Science, Mathematics or Technology Education are also considered.

Jeffrey Drdul O.S.O.T.F. Award in Special Education

The Jeffrey Drdul O.S.O.T.F. Award in Special Education is awarded to a student(s) on the basis of financial need who is a graduate of the Bachelor of Education program and who is continuing in Ministry of Education certification courses in Special Education at the University of Toronto and who has demonstrated ability to contribute to the field of Special Education.

Percy H. Taçon Memorial Bursary

The Percy H. Taçon bursary will be awarded annually to a student registered in the Visual Arts option of the Bachelor of Education program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Applications are available online at:

http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

The Donald Fawcett Bursary

The Donald Fawcett Bursary will be awarded annually to a student enrolled in the Bachelor of Education and/or Technological Education programs at OISE on the basis of financial need. Applications are available online at:

http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

The Morgan Parmenter Award in Guidance

The Morgan Parmenter Award will be awarded to graduates of the Bachelor of Education Program who are continuing in Ministry of Education additional qualification courses in Guidance at the University of Toronto in the summer session immediately following the applicants graduation. Recipients will be selected by the Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counseling. Applications are available online at:

http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

✦ Entrance Awards

Joseph W. Atkinson Scholarship for Excellence in Teacher Education

The Ontario College of Teachers Foundation is committed to sponsoring enthusiastic prospective teachers – and by implication the thousands of students they will influence – through the Joseph W. Atkinson Scholarship for Excellence in Teacher Education.

Each year this award – named for the second Registrar of the Ontario College of Teachers – contributes to a student enrolled in one of Ontario's faculties of education.

Recipients must demonstrate high academic achievement at the undergraduate level and provide evidence of other achievements and experience that indicate a high level of preparedness for teacher education.

Teacher education candidates accepted into Ontario consecutive programs and concurrent candidates proceeding to their final year are eligible. Awards are announced each fall. Application procedures are available online at:

http://www.oct.ca/foundation

The Borthwick-Duckworth Scholarship

Founded as a memorial, one or more awards, to the value of the annual income of the endowment, will be granted by the OISE Awards Committee to a person/persons admitted to the Bachelor of Education program at OISE. Preference will be given to student(s) in financial need who have demonstrated academic ability and a liberal philosophy on social, political and religious issues, and who wish to teach in elementary or secondary schools.

M. Penelope Carter Award

One award, to the value of the annual income of the endowment, will be granted by the OISE Awards Committee to a person admitted to the Bachelor of Education program in the Intermediate/Senior divisions who will enrol in English. The recipient must have graduated from the University of Toronto with high academic standing in a Specialist or Major Program in English. In addition, the demonstrated financial need of the applicant, especially as related to family responsibilities, will be considered.

The recipient will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division in the Bachelor of Education program and who apply for this award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

E.T.F.O. Bursary – Persons with Disabilities, Visible Minorities, Aboriginal Persons, LGBT Persons

Up to three bursaries and a certificate of recognition may be awarded annually to members of designated groups who are entering a Faculty of Education or E.T.F.O. members of designated groups who are taking a qualifications-upgrading course. Designated groups are defined as persons with disabilities, members of visible minorities, Aboriginal or LGBT. For more information:
http://www.etfo.ca/BeingaMember/MemberServices/AwardsandScholarships/Pages/default.aspx

E.T.F.O. Bursary – Women's Program – Aboriginal Women in Education

The E.T.F.O. Aboriginal Women in Education bursaries may be offered annually to Aboriginal women who are entering a Faculty of Education or E.T.F.O. Aboriginal women members who are taking a qualification-upgrading course. Up to four bursaries and a certificate of recognition may be awarded. For more information:
http://www.etfo.ca/BeingaMember/MemberServices/AwardsandScholarships/Pages/default.aspx

E.T.F.O. Bursary – Women's Program (Women with Disabilities, Women of Visible Minorities, Aboriginal Women, LGBT Women)

Up to four bursaries and a certificate of recognition may be awarded annually to female members of designated groups who are entering a Faculty of Education or female E.T.F.O. members of designated groups who are taking a qualification-upgrading course. Designated groups are defined as women with disabilities, women of visible minorities, Aboriginal women and LGBT women. For more information:
http://www.etfo.ca/BeingaMember/MemberServices/AwardsandScholarships/Pages/default.aspx

The John J. Del Grande Scholarship

This scholarship is presented annually to a student entering the OISE Bachelor of Education program with Mathematics as a designated teaching subject and who has demonstrated academic excellence in Mathematics and a strong experience profile. The recipient must have earned a 4-year degree from an accredited university and have successfully completed at least 7 full university courses in Mathematics (including courses in Mathematics, Statistics or Computer Science).

James F. Johnson Masonic Award

The recipient will be a student who is entering the Bachelor of Education Program in Secondary School Music Education (Intermediate-Senior) at OISE and either has a degree in Music, or is registered concurrently in the Faculty of Music. Successful candidates will be selected based on the qualities of high academic achievement and strong leadership and teaching competencies.

Prof. Arthur Louden Memorial Entrance Scholarship in Science

One or more awards to the value of the annual income will be made by the OISE Awards Committee to persons admitted to the Intermediate/Senior Division in the Bachelor of Education program who will enrol in Science and have best demonstrated high academic achievement in Biology or Chemistry or Physics, and have a desire to teach Science.

The recipient will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the Bachelor of Education program who have selected Science as a teaching subject and who apply for the award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

Dr. and Mrs. R. L. Peterson Memorial Entrance Award

One or more awards will be awarded to a person(s) admitted to the Intermediate/Senior division of the OISE Bachelor of Education program who will enrol in Science (Biology, Chemistry, Physics or Science General) and who best demonstrate(s) a commitment to conservation and activities providing preparation for a career in teaching. Candidates must also have good academic standing and demonstrate financial need.

The recipient will be selected by the OISE Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior divisions of the Bachelor of Education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

One or more awards to the value of the annual income of the endowment will be granted by the OISE Awards Committee to a person or persons admitted to the Bachelor of Education program in the Primary/Junior divisions who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades. OSOTF and OTSS versions of this award also exist, which include financial need as part of their criteria.

The recipient(s) will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior divisions of the Bachelor of Education program and who apply for the award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

Roseann Runte Award

One award will be granted by the OISE Awards Committee to a student admitted to the Bachelor of Education program. Preference will be given to a female student who shows evidence of commitment to pursuing a career in education and promise as an educational leader. In addition, financial need must be demonstrated. The recipient will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Bachelor of Education program. Recipients will be notified by August 1.

Jean Stirling Entrance Award

One or more awards will be made to students on the basis of financial need and academic merit who are admitted to the B.Ed program in Physical and Health Education. Preference will be given to female students who are university graduates in physical education or kinesiology.

University of Toronto Vari Scholarships

One or more awards will be made to persons admitted to the Intermediate/Senior divisions of the Bachelor of Education program. Applicants for the Vari Scholarship are expected to have good academic standing in a four-year degree and a strong Applicant Profile. Selection is also based on a letter of reference from a professor, performance on the GRE General Test, and performance on a competitive essay. To be eligible for the Vari Scholarship, applicants must have resided in Ontario for twelve months prior to the beginning of the term of study and demonstrate financial need.

Applications for the Vari Scholarship are available from the OISE Registrar's Office, Initial Teacher Education Admissions Unit, during the application period for the Bachelor of Education program and must be submitted by the application deadline for the Bachelor of Education program.

✦ Awards of Honour

The staff and students of the Bachelor of Education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three concentrations. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE. In addition, a fourth award recognizes an outstanding contribution to the life of OISE. Unless otherwise noted, no application is required for any of the following awards.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior concentration of the Bachelor of Education program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate concentration of the Bachelor of Education program.

Intermediate/Senior Award of Honour

The staff and students of the Bachelor of Education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior concentration of the Bachelor of Education program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

✦ End of Year Awards

Arnolds Balins Award

This award is presented annually to a student of Geography in the Bachelor of Education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the Bachelor of Education program. Nominations for this award may be made to the OISE Awards Committee by staff and students by a deadline established each spring.

Mark A.R.M. Crowe Memorial Award

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient(s) will be a student(s) in the Intermediate/Senior, History and/or Politics programs who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching.

Robert Morrice Crowe Award

This award, established by Mrs. Irene Crowe, is given at the conclusion of the academic year to a Bachelor of Education student who has demonstrated excellence in teaching Music and Mathematics, and has been successful in being sensitive to the needs of his/her pupils. The value of the award will be the annual income.

E.T.F.O. Faculty of Education Award

The Elementary Teachers' Federation of Ontario makes available numerous scholarships and bursaries to students enrolled in Ontario's publicly funded schools and faculties of education. The Faculty of Education Award is awarded on the basis of academic excellence, exemplary teaching practices in practicum placements and demonstrated initiatives to broaden personal experience in educational culture.

James W. Fair Award in Elementary Education

This annual award will be made to a student in the Primary/Junior or Junior/Intermediate concentrations of the Bachelor of Education program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE, and an intention to pursue further study in education.

Kathy Bickmore Peacemaking Education Award

This award is based on teacher candidates' demonstrated commitment to facilitating diverse students' learning and practice of peacemaking and social inclusion. Applicants should send a 1-2 page letter to Student Services by March 23rd documenting their efforts to learn, as well as their contributions to students' current or future learning, relevant to peacemaking and/or restorative justice. Include the name and contact information of at least one OISE instructor or associate teacher reference who could describe some of the applicant's peacemaking-related activities.

R. J. McMaster Award

This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE.

Don Galbraith Preservice Teacher Award of Excellence

Nominees for the Don Galbraith Preservice Teacher Award must demonstrate exceptional commitment and creativity in their science preparation and teaching. As well, they must provide an article suitable for publication in Crucible or Elements, the Science Teachers' Association of Ontario's bi-monthly publications.

O.E.C.T.A. Award of Excellence

The Ontario English Catholic Teachers' Association has established this award and an O.E.C.T.A. pin for the student in the Bachelor of Education program who is an associate member of the O.E.C.T.A., has successfully

completed the religious education course, and has demonstrated outstanding practice teaching and academic performance.

O.S.S.T.F. H. W. Bryan Memorial Award of Honour

The H. W. Bryan Memorial Award of Honour was established in honour of Dr. Hugh W. Bryan, for many years a Classics Master and for twenty years principal of Renfrew Collegiate Institute. He was president of O.S.S.T.F. in 1926.

The Ontario Teacher's Secondary School Teachers' Federation Faculty of Education Scholarship is awarded to the graduating Teacher Candidate who best exemplifies leadership, collegiality and academic excellence.

OISE Commendation

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Education program who achieves the highest academic average.

P. A. Petrie Huron County Scholarship

This award will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education program (Mathematics and/or Science teaching option) at OISE. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

Alexander Pringle Seggie Award

The award will be made annually to the student in the Bachelor of Education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program.

Alexander Pringle Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Don Wright Scholarship in Vocal Music

This scholarship is presented to a full-time student in the Bachelor of Education program who is academically eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from Grades 5 - 10.

✦ Award Winners 2007-08

(Bachelor of Education and Diploma in Technological Education)

Primary/Junior Award of Honour
Irene Song

Junior/Intermediate Award of Honour
Krzysztof Michael Rakuc

Intermediate/Senior Award of Honour
Stephen Andrew Stockton

Arnold Balins Award
Pamela Bruce

Kathy Bickmore Peacemaking Education Award
Kenneth James Kirkwood
Moksha Genevieve Natalie Serrano

Borthwick-Duckworth Scholarship
Allison Prole

James F. Johnson Masonic Award
Jeffrey Paul Christopher Magee

M. Penelope Carter Award
Melissa S. Avecillas

Mark A.R.M. Crowe Memorial Award
Louis F. Filipe
Sarah Ellen Parker Loewen

The Robert Morrice Crowe Award
Helen Argiropoulos

Jeffrey Drdul Memorial Awards in Special Education
David Abaishvili
John Babiera
Adam Rauf

Jeffrey Drdul O.S.O.T.F. Award in Special Education
Rachel Turner

John J. Del Grande Scholarship
Denis Begun

E.T.F.O. Faculty of Education Award
Kaan Firatli

James W. Fair Award in Elementary Education
Johanna Craig

Don Galbraith Preservice Teacher Award of Excellence
Jennifer Morrill
Victoria Melissa Wappel
Julie Ann Wasylnka

The Professor Arthur Louden Memorial Entrance Scholarship in Science
David Abaishvili
Erin Joanna Engelhardt
Ambreen Kaur
Meghan Elizabeth Miller
Kwan Sheung Vincent Poon
Jelena Pupovac

The R. J. McMaster Award
Marija Pavlovic

O.E.C.T.A. Award of Excellence
Mary Victoria Mcrae

O.S.S.T.F. H. W. Bryan Memorial Award of Honour
Stephanie Amanda James

Outstanding Contribution to the Life of the Faculty
Kevin Lin

OISE Commendation
Danielle Faulkner
Christina Ann Heyding
Nicole T. Hoang
Susan Elizabeth Hoenhous
Sarah Rae Hurley
Sumayyah Hussein
Andrew Roy Judelman
Meaghan Patricia Taylor Kelly
Katarzyna Niewiadomski
Shanique Pinnock
Michael Robert William Sanders
Tamrin Shelby Shantz
Emilete Steward
Susan Varney

Morgan Parmenter Award in Guidance
Alexandra Feghali

The Dr. and Mrs. R. L. Peterson Memorial Entrance Award
Alison Holmes
Mudita Kundra
Adam Rauf

The P. A. Petrie Huron County Scholarship
Lianne Tan

The R. Darrel Phillips Award
Rachel Ashera Rosen

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
Susan Kwan
My Dung Tran

Roseann Runte Award Scholarship
Lisa Baker

Alexander Pringle Seggie Memorial Award - Business
Mohine Athia

Alexander Pringle Seggie Award
Emilete Steward

Jean Stirling Entrance Award
Chantel Nicole Wedemire-Roberts

Don Wright Scholarship in Music Education
(Practical Instrumental Arranging)
Christopher Leonard Coady
Anne-Marie Dubuc
Darren Marcel Hamilton

Don Wright Scholarship in Vocal Music
Margaret Pauline Logue

University of Toronto Vari Scholarship
Hilary Karin Masemann
John Alexander Douglas McCurdy
Lindsay Ann Moore
Clive Donat Shopman
Andrea Mackenzie Valois

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE and at the University of Toronto. OISE students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, ***'IntUiT: your guide to student life'***. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the University of Toronto Students' Union (UTSU), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE Services and Facilities

Alumni Association

For information about the OISE Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-101
Telephone: 416-978-1126

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE activity.

Students will have access to:

- A specialized collection in the field of education including:
  - Extensive reference materials
  - Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
  - Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
  - Materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - School board curriculum materials, textbooks and content resources used in Ontario schools
  - A representative collection of children's literature
  - A varied and extensive collection of computer software, videotapes, and other multimedia materials
- A collection of over 9.5 million items plus over 5 million microforms located in the numerous libraries of the University of Toronto Library System
- A wide range of Internet resources including remote library catalogues
- Reference assistance in accessing information on courses and research assignments
- Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
- Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE can be obtained from the websites listed below:

✦ Education Commons
Telephone: 416-978-2760
Website: www.oise.utoronto.ca/ec

✦ Library
Telephones:
Circulation Desk: 416-978-1850
Reference Desk: 416-978-1860
Website: www.oise.utoronto.ca/ec/library

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Contact: Jean-Paul Restoule
Location: 252 Bloor Street West, Room 7-181
Telephone: 416-978-0806

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE. It helps international students become inextricably woven into the fabric of the OISE community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-978-2423
E-mail: isa@oise.utoronto.ca

Kidspace Daycare

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, First Floor
Telephone: 416-978-0027
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

Student Services Office (OISE)

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office. The Office's Academic and Cultural Support Centre (ACSC) offers one-on-one support to OISE students from Graduate and Initial Teacher Education (ITEP) programs who are speakers of English as a first or additional language. The Centre provides assistance with academic writing, resume and cover letters, strategies for success in the teacher preparation and graduate programs, as well as the Pre-Field Experience Program (PREP) for internationally educated teacher candidates. Teacher candidates who volunteer to

participate in PREP get to experience an Ontario classroom and an opportunity to teach without receiving a formal evaluation.

Location: 252 Bloor Street West, Room 8-225
Telephone: 416-978-2277
Fax: 416-926-4706
Website: www.oise.utoronto.ca/studentservices

Student Teachers' Union

The Student Teachers' Union provides opportunities for professional development, works on a democratic basis to advance students' interests and rights, and provides a framework through which students can communicate and share experiences and skills. The STU brings students together to discuss and achieve important educational, administrative, and legislative change. In early August there will be information about elections for positions within the STU.

Location: 252 Bloor Street West, Room 8-193
E-mail: stunion@oise.utoronto.ca
Website: home.oise.utoronto.ca/~stunion/

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and achieving academic success, and to create a space at U of T where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Location: First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 2J7
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Website: www.fnh.utoronto.ca

Accessibility Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library
130 St. George Street, First Floor
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Website: www.studentlife.utoronto.ca/accessibility.html

Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Ave., Room 325
Toronto, Ontario M5S 1J6
Telephone: 416-978-1259
Fax: 416-971-2289
Website: www.antiracism.utoronto.ca

Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Location: Koffler Student Services Centre
214 College Street,
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Toronto, Ontario M5S 1J6
Telephone: 416-978-1485
Fax: 416-946-8296
Website: www.utoronto.ca/communitysafety

Family Care

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on- or off-campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Website: www.familycare.utoronto.ca/fmcmain.htm

Hart House

At Hart House, you'll find everything a body needs in a uniquely soul-restoring environment. Whether you're interested in art, music, debates, photography, fitness, film, drama, chess, bridge, scuba diving – you name it, you can find it at Hart House. For many students, Hart House is a home away from home. As a student, you're automatically a member. Within Hart House are a full-service athletic facility, serene common rooms with fabulous fireplaces, two restaurants, a renowned art gallery, and library. Visit Hart House for a meal, a beer or a workout. Listen to the latest music in the Record Room, or meet with friends in one of the comfortable sitting rooms. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment.

Location: 7 Hart House Circle
Toronto, Ontario M5S 3H3
Telephone: 416-978-2452
Website: www.harthouse.utoronto.ca

Health Services

Health Service offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

All students need health insurance coverage – for example, OHIP, other provincial plans, **UHIP,** or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact **<www.isc.utoronto.ca>** for UHIP information.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8030
E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: eir.library.utoronto.ca/StudentHousing

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2007-08, excluding tuition:

Accommodation	$7,200
Books/Supplies	1,000
Clothing	650
Food	3,800
Health insurance (UHIP) (international students)	756
Local transportation	1,200
Miscellaneous	3,600
TOTAL	**$18,206**

International Student Centre (ISC)

The goal of the ISC is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the ISC and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the ISC, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-2564
E-mail: isc.information@utoronto.ca
Website: www.isc.utoronto.ca

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: 21 Sussex Avenue, Suite 416 and 417
Toronto, Ontario M5S 1J6
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: www.lgbtq.utoronto.ca

Office of Convocation

The Office of Convocation organizes graduation ceremonies for students of UofT programs, including B.Ed. and Diploma in Technological Education teacher candidates at OISE. These ceremonies occur twice yearly, once in, June and once in November).

Please consult the Office of Convocation website for graduation information and specific ceremony dates.

Location: 215 Huron Street, 3rd Floor, Room 301
Toronto, Ontario M5S 1A2
Phone: 416-978-5940
E-Mail: convocation.office@utoronto.ca
Website: www.utoronto.ca/convocation/gradinfo.html

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which creates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Toronto, Ontario M5S 1J7
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: Office of the President, Simcoe Hall
27 King's College Circle, Room 109B
Toronto, Ontario M5S 1A1
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: status-women.utoronto.ca

University of Toronto Students' Union (UTSU)

Representing over 41,000, the UTSU is governed by a board of directors, elected from UofT college, campus, professional faculty and second-entry programs. UTSU's aim is to provide money-saving services and events to educate and enhance student university experience. UTSU offers services like the Book Exchange, Discount TTC Metropasses, and Health and Dental Plans.

Location: UTSU St. George Office
12 Hart House Circle
Toronto, ON M5S 3J9
Telephone: 416-978-4911
Fax: 416-978-2018
Email: frontdesk@utsu.ca

Policies and Regulations

NOTE: Teacher candidates should consult the website **<www.utoronto.ca/govcncl/pap/alphapol.htm>** for full details on the following policies and for additional Policies and Regulations governing graduate and undergraduate studies at the University of Toronto, e.g.:

- Policies and Principles for Admission to the University of Toronto
- Access to Official Student Academic Records
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct

English Language Proficiency Policy

NOTE: The section of the policy stated here relates to the Consecutive Bachelor of Education and Diploma in Technological Education/Ontario Teachers' Certificate of Qualification Program only. Master of Arts in Child Study and Education and Master of Teaching in Elementary and Intermediate Education candidates should refer to the OISE Graduate Studies Bulletin.

English is the language of instruction for all initial teacher education courses at OISE, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum and the Internship, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technological Education Program are required to give evidence of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma in Technological Education Program

All applicants to the Diploma in Technological Education Program, must satisfy one of the following criteria:

a) Their mother tongue or first language is English
OR
b) They have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English
OR
c) They have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

For Applicants To The Bachelor of Education Degree Program

All applicants to the Bachelor of Education Program must satisfy one of the following criteria:

a) Their mother tongue or first language is English
OR
b) They have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English
OR
c) They have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

B. Acceptable Tests and Required Scores

NOTE: All tests must have been taken within the 3 years prior to the date of application to the OISE Teacher Education programs.

i) An official statement of results of **TOEFL** (Test of English as a Foreign Language) for either the paper-based test, the computer-based test, or the internet-based test. These following **three** tests, although equivalent, use different grading scales:

-**Paper-based,** on which a minimum total score of 580 is required (must include the Test of Written English component with a minimum score of 5.0)

-**Computer-based**, on which a minimum total score of 237 is required (with a minimum score of 5.0 on the Essay Rating component)

-**Internet-based**, on which a minimum overall score of 93/120 is required (with a minimum score of 22/30 for both the Writing and Speaking components)

OR

ii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 6.5.

OR

iii) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 90 and also the Oral Interview component, showing a rating of 4.

OR

iv) An official statement of the results of **TOP** (Test of Oral Proficiency) showing a minimum score of 46 and **TOW** (Test of Written Proficiency) with a minimum score of 46.

OR

v) An official statement of the results of the **University of Toronto, School of Continuing Studies' English Language Academic Preparation Course** completed at the 60 Level with a grade of at least 'B'.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE for the respective Bachelor of Education and Diploma in Technological Education Program application/admission cycle.

✦ Testing Agency Information

Information about the content of tests, test dates, test requirements and applicable fees may be obtained from:

1. TOEFL (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service
Telephone: 1-877-863-3546
Website: www.toefl.org

2. IELTS (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
Website: www.ielts.org

Applicants may also contact their nearest British Council Office. The only **Ontario IELTS** test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained at:
Telephone: 519-748-3516
E-mail: ielts@conestogac.on.ca
Website: www.conestogac.on.ca/ielts

3. MELAB (Michigan English Language Assessment Battery)
MELAB Testing; English Language Institute
Telephone: 1-866-696-3522
E-mail: melabelium@umich.edu
Website: www.lsa.umich.edu/eli/testing/melab

OR

The Toronto MELAB Test Centre
Telephone: 416-946-3942
E-mail: melab.newcollege@utoronto.ca
Website: www.melab.ca

4. TOP (Test of Oral Proficiency)
TOW (Test of Written Proficiency)
COPE Testing Limited
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: www.copetest.com/tophome.htm

5. The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course
Telephone: 416-978-5104
Fax: 416-971-2839
E-mail: scs.esl@utoronto.ca
Website: http://learn.utoronto.ca/Page60.aspx

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:

OISE Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-978-1848
Fax: 416-323-9964
E-mail: admissions@oise.utoronto.ca

Grading Practices - Bachelor of Education and Diploma in Technological Education Programs

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   i) A list of all assignments, with due dates;
   ii) The weighting factor or percentage allotment for each course requirement;
   iii) Statement on the procedure used to determine final grades;
   iv) A description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the teacher candidates enrolled in the course. Any change shall be reported to the Dean (or designate).

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to teacher candidates with time for its discussion.

4. Teacher candidate performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. For each course at least one piece of term work which is a part of the evaluation of a teacher candidate's performance, whether essay, lab report, review, etc., shall be returned to the teacher candidate prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each teacher candidate's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE has the final responsibility for assigning the official course grade.

B. Evaluation Procedures – Practicum

The evaluation of teacher candidate performance in the Practicum will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of teacher candidates and the appeal mechanisms available. This statement will be available to all teacher candidates before the beginning of the first Practicum session.

2. A formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the teacher candidate.

3. Written documentation of the summative (final) evaluation of the Practicum session.

C. Evaluation Procedures – Internship

The evaluation of teacher candidate performance in the Internship will include the following:

1. A formal statement describing the criteria to be used in determining if the requirements of the Internship have been completed successfully, and the appeal mechanisms available. This statement will be available to all teacher candidates before the beginning of the Internship.

2. Written documentation of the successful completion of the Internship.

D. Conditions for Final Standing

1. Teacher candidates will be evaluated on all seven components of the program:
   - Curriculum and Instruction
   - Teacher Education Seminar
   - Psychological Foundations of Learning and Development
   - School and Society
   - Related Studies
   - The Practicum
   - The Internship

2. i) Grades in the Curriculum and Instruction subjects, Teacher Education Seminar, Psychological Foundations of Learning and Development, School and Society, and Related Studies, will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

ii) Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the teacher candidate's grade report and transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade will be recorded as a No Credit (NCR).

iii) Completion of the Internship requirement will be reported as "Successfully Completed" or "Unsuccessful" on the grade report and transcript.

3. The relationship among the letter grade scale, the grade meanings, the scale of numerical marks and the grade point value for all components of the program, excluding the Internship, is as follows:

i) Grade Scale for Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Grade Point Value
A+		90 - 100%	4.0
A	Excellent	85 - 89%	4.0
A-		80 - 84%	3.7
B+		77 - 79%	3.3
B	Good	73 - 76%	3.0
B-		70 - 72%	2.7
C+		67 - 69%	2.3
C	Adequate	63 - 66%	2.0
C-		60 - 62%	1.7
D+		57 - 59%	1.3
D	Marginal	53 - 56%	1.0
D-		50 - 52%	0.7
F	Inadequate	0 - 49%	0.0

ii) Grade Scale for the Practicum

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

iii) Internship

Does not have a grade scale

4. A grade assigned in a course is not an assessment of standing within the program. To be recommended for the Bachelor of Education degree or the Diploma in Technological Education and the Certificate of Qualification (Ontario College of Teachers), a teacher candidate must attain:

i) A minimum of a **D-** grade in each course in the following components of the program:
- Curriculum and Instruction
- Teacher Education Seminar
- Psychological Foundations of Learning and Development
- School and Society
- Related Studies

ii) A minimum of **an overall C+ average (2.3 GPA)** in five components:
- Curriculum and Instruction
- Teacher Education Seminar
- Psychological Foundations of Learning and Development
- School and Society
- Related Studies

The overall average will take into account course weights.

iii) A Credit **(CR)** in the Practicum.

iv) Successful completion of the Internship.

E. Supplemental Privileges

1. Academic Courses

i) Teacher candidates not satisfying the Conditions for Final Standing in academic courses may be granted no more than two supplemental privileges by the Dean's Review Committee.

ii) A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the Dean's review Committee.

iii) The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the teacher candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technological Education and the Certificate of Qualification (Ontario College of Teachers).

iv) No teacher candidate will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Appeals Committee of the Council of the Faculty.

2. Practicum

There are two scheduled Practicum sessions. A teacher candidate must receive a pass in each of the two scheduled practicum sessions as designated on each summative evaluation. A teacher candidate who fails the first or second scheduled Practicum will be granted supplemental privileges to complete additional Practica, subject to review and approval by the Dean's Review Committee. Supplemental privileges will take place after both scheduled Practica have been completed. Only two supplemental privileges will be granted for the Practicum course. A teacher candidate who fails both of the

scheduled Practica and fails the first supplemental Practicum, will therefore receive a final grade of NCR (No Credit) for the Practicum course and will not be recommended for the Bachelor of Education degree or the Diploma in Technological Education nor for the Certificate of Qualification (Ontario College of Teachers).

3. Internship

A teacher candidate may also be granted a supplemental privilege for an unsuccessful internship provided that both Practicum supplemental privileges have not been used.

F. Access to Examination Papers

1. Copies of final examination papers for the preceding academic year are available in the OISE Education Commons/Library. These are available for review by teacher candidates upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A teacher candidate has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A teacher candidate also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

G. Withdrawals

A teacher candidate may withdraw from the Bachelor of Education degree or Diploma in Technological Education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator **WDR** (withdrawn without academic penalty) will be entered on the teacher candidate's academic record. A teacher candidate who withdraws without notifying the Registrar, in writing, will be assigned a grade of **F** or **NCR**, as appropriate, in all courses. A teacher candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

H. Conflict of Interest

Where the instructor or a teacher candidate has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

I. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and
ii) Teacher candidates must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.

2. Procedures

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
iii) Changes to the classroom procedures should, where possible, first be discussed with teacher candidates prior to the class in which a vote of the teacher candidates present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.
iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes. The Dean (or designate) shall then make a decision.

v) Where classes are not able to convene, the instructor, with the prior approval of the Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Teacher candidates must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, teacher candidates must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, teacher candidates who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where teacher candidates have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A teacher candidate who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

Lapsed Status

The integrated consecutive Bachelor of Education (B.Ed.) and Diploma in Technological Education program is normally completed within a nine (9) month period, except for exceptional circumstances approved by the Dean's Review Committee. If a teacher candidate does not complete all program requirements for the B.Ed. Consecutive degree or the Diploma in Technological Education within the nine months designated for completion of the program, and has not maintained registration in the program, the teacher candidate's candidacy will be considered to be 'lapsed'. A lapsed teacher candidate is no longer a teacher candidate of OISE, University of Toronto and no longer has access to University facilities or resources.

Request for Reinstatement

A lapsed teacher candidate may request to be reinstated in their program by completing and submitting a Reinstatement Form to the Dean's Review Committee. Reinstatement in the program will only be granted once and only if the request is made within five years of the teacher candidate's initial start date in the program. A request for reinstatement may be refused, for example, when it is the view of the Dean's Review Committee that there is insufficient evidence of success in the program prior to the lapse. Teacher candidates who are granted a reinstatement must register through ROSI in the session for which the reinstatement was granted and comply with all conditions stipulated by the Dean's Review Committee. Teacher candidates who are not granted a reinstatement into the program, may reapply for admission to the program.

Appeal Procedures

Bachelor of Education and Diploma in Technological Education Programs

(Students in the Master of Arts in Child Study and Education and Master of Teaching in Elementary and Intermediate Education programs should refer to the OISE Graduate Studies Bulletin.)

A. Appeal of Academic Grades

A teacher candidate may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A teacher candidate may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The teacher candidate will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the teacher candidate with a written statement giving the rationale for granting or denying the appeal.

2. The teacher candidate may appeal the decision of the instructor, in writing, to the Chair of the Department within two weeks of receiving the decision. The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department, in consultation with members of the

Department, will review the case and submit to the teacher candidate and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The teacher candidate or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the teacher candidate, instructor and Chair of the Department. The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The teacher candidate, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

5. The teacher candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

B. Appeal of Failures in Practice Teaching

A teacher candidate may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), teacher candidates should be aware of the regulations made under the Teaching Profession Act.

1. A teacher candidate may appeal, in writing, the failure assigned by the associate teacher to the Coordinator of Practice Teaching within two weeks of receiving the report. The teacher candidate will present to the Coordinator a written statement detailing the grounds of the appeal. The Practice Teaching Coordinator will send, within three working days, a copy of the teacher candidate's appeal to the associate teacher. The Practice Teaching Coordinator, in consultation with the teacher candidate, the associate teacher, the principal of the school, and the faculty instructor familiar with the teacher candidate's performance, will review the case and submit a written statement to the teacher candidate giving the rationale for granting or denying the appeal.

2. The teacher candidate or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Coordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the teacher candidate, the associate teacher and the Practice Teaching Coordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The teacher candidate, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may elect to appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted

at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

4. The teacher candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations.

A teacher candidate petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the teacher candidate with a written statement giving the rationale for granting or denying the request.

Academic Sanctions For Teacher Candidates Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education or Ontario College of Teachers certificates, teacher candidates must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on teacher candidates who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquiries; will not make recommendations for Ontario College of Teachers teaching certificates. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning teacher candidate. Payments made by continuing or returning teacher candidates shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

All requests for transcripts of academic records, with the exception of the Additional Qualification Courses for Educators and the Principals' Qualification Program, must be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
100 St. George Street, Room 1006
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Fax: 416-978-2487
Website: www.rosi.utoronto.ca

Transcripts of **Additional Qualification Courses for Educators** including the **Principals' Qualification Program (PQP)** should be directed to the address below. Other than periods when the demand for transcripts is heavy, requests will be processed within 5 - 10 working days.

The Records Officer
OISE Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-978-1684

Policy on Official Correspondence with Students

The University and its divisions may use the postal mail system and/or electronic message services (e.g., electronic mail and other computer-based on-line correspondence systems) as mechanisms for delivering official correspondence to students.

Official correspondence may include, but is not limited to, matters related to students' participation in their academic programs, important information concerning University and program scheduling, fees information, and other matters concerning the administration and governance of the University.

Postal Addresses and Electronic Mail Accounts

Students are responsible for maintaining and advising the University, on the University's student information system (currently ROSI), of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost.

Failure to do so may result in a student missing important information and will not be considered an acceptable rationale for failing to receive official correspondence from the University.

University Rights and Responsibilities Regarding Official Correspondence

The University provides centrally-supported technical services and the infrastructure to make electronic mail and/or on-line communications systems available to students. University correspondence delivered by electronic mail is subject to the same public information, privacy and records retention requirements and policies as are other university correspondence and student records. The University's expectations concerning use of information and communication technology are articulated in the guidelines on Appropriate Use of Information and Communication Technology (available on the web site of the Office of the Vice-President and Provost: http://www.provost.utoronto.ca/English/Appropriate-Use-of-Information-and-Communication-Technology.html)

Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence

Students are expected to monitor and retrieve their mail, including electronic messaging account(s) issued to them by the University, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their University-issued electronic mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to the official University-issued account is received and read.

Academic Staff

Adult Education and Counselling Psychology (AECP)

Marilyn Laiken, Ph.D. (Toronto), Prof., Chair
Niva Piran, Ph.D. (Texas), Prof., Assoc. Chair

Eileen Antone, Ed.D. (Toronto), Assoc. Prof.
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Suzanne L. Stewart, Ph.D. (Victoria), Assist. Prof.
Jennifer Sumner, Ph.D. (Guelph), Assist. Prof.
Jeanne Watson, Ph.D. (York), Prof.

Curriculum, Teaching and Learning (CTL)

Tara Goldstein, Ph.D. (Toronto), Prof., Chair
Elizabeth Campbell, Ph.D. (Toronto), Prof., Assoc. Chair
Elizabeth M. Smyth, Ed.D. (Toronto), Prof., Assoc. Chair

Mary Beattie, Ed.D. (Toronto), Assoc. Prof.
John Lawrence Bencze, Ph.D. (Toronto), Assoc. Prof.
Barrie Bennett, Ph.D. (Oregon), Assoc. Prof.
Kathy Bickmore, Ph.D. (Stanford), Assoc. Prof.
Maria José Botelho, Ph.D. (Massachusetts at Amherst), Assist. Prof.
Clare Brett, Ph.D. (Toronto), Assoc. Prof.
Kathryn Broad, Ph.D. (Toronto), Lecturer
Linda Cameron, Ed.D. (Toronto), Assoc. Prof.
Carola Conle, Ph.D. (Toronto), Prof.
Karyn Cooper, Ph.D. (Alberta), Assoc. Prof.
Alister Cumming, Ph.D. (Toronto), Prof.
James P. Cummins, Ph.D. (Alberta), Prof.
Indigo Esmonde, Ph.D. (UC-Berkeley), Assist. Prof.
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Kathleen Gallagher, Ph.D. (Toronto), Assoc. Prof.
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Diane Gérin-Lajoie, Ph.D. (Toronto), Prof.
Garfield Gini-Newman, Ph.D. (Wilfrid Laurier), Lecturer
Wanja Gitari, Ph.D. (Toronto), Assist. Prof.
James G. Hewitt, Ph.D. (Toronto), Assoc. Prof.
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Julie Kerekes, Ph.D. (Stanford), Assist. Prof.
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Institute of Child Study, Laboratory School

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Clive M. Beck, Ph.D. (New England)
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Joel Weiss, Ph.D. (Chicago)
Joyce A. Wilkinson, Ph.D. (Minnesota)
Elgin Wolfe, M.Ed. (Toronto)

2010

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DECEMBER

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OISE's Ontario Teachers' Certificate of Qualification Programs:

Consecutive Bachelor of Education/Diploma in Technological Education
Concurrent Teacher Education Program
Master of Arts in Child Study and Education
Master of Teaching

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Master of Arts in Child Study and Education/ Ontario Teachers' Certificate of Qualification Program

(See information on page 60)

Master of Teaching in Elementary and Secondary Education/ Ontario Teachers' Certificate of Qualification Program

(See information on page 60)

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Admissions & Registration

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Website: www.oise.utoronto.ca/ro

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E-mail: ask@artsci.utoronto.ca
Website: www.rosi.utoronto.ca

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Important Notices

Academic Year

The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August. "Full-year" courses refer to courses which run through both the Fall and Winter Sessions.

Admissions Policy Statement

OISE is strongly committed to social justice in everything it does. This means that we are committed to the just treatment of each individual member of our community and the communities we serve. It also means that we are especially vigilant to ensure that differences are not treated in ways that produce direct or indirect forms of discrimination. Our Commitment to social justice also means that those with whom we work and live, who experience individual or systemic discrimination for whatever reason, are provided with the means to overcome social and physical disadvantages, to the best of our ability. It should be understood that equitable treatment sometimes involves similar treatment and at other times involves differential treatment in order to bring about an equality of results.

Thus, in keeping with the Policies and Principles for Admission to the University of Toronto, OISE is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minority group members, persons with disabilities, women in non-traditional subject areas, Aboriginal persons and native speakers of French.

Admission of International Students

OISE welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an **Ontario Teachers' Certificate of Qualification** must comply with such conditions of admissions as the Faculty Council of OISE may determine.

Changes in Programs of Study and/or Courses

The programs of study which our Calendar lists and describes are available for the year(s) to which the Calendar applies. They may not necessarily be available in later years. If the University or OISE must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Course Weights/Hours

One full course (1.0) = a minimum of 72 contact hours
One half course (0.5) = a minimum of 36 contact hours
One quarter course (0.25) = a minimum of 18 contact hours

Copyright in Instructional Settings

If a teacher candidate wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by teacher candidates with disabilities, the instructor's consent will not be unreasonably withheld.

Criminal Record Report

• School Board Requirements

The Consecutive Bachelor of Education program, the Diploma in Technological Education program, the Concurrent Teacher Education program, the Child Study and Education two-year program and the Master of Teaching program require successful completion of practice teaching in the schools. School Boards require candidates on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students. Without a satisfactory criminal record report resulting in the issuance of a valid OESC Identification Card, the schools will not allow candidates to participate in practice teaching. Questions regarding this process should be directed to the Ontario Education Services Corporation:
Fax: 416-593-7858
E-mail: oesc-cseo@opsba.org
Website: http://www.oesc-cseo.org

• The Ontario College of Teachers Requirement

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original reports of police record checks and an Applicant's Declaration about their suitability for registration. Note that the report is valid for 6 months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to the Ontario College of Teachers:

Telephone: 416-961-8800

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the Calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Notice of Collection

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admission, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to the website below or contact the University Freedom of Information and Protection of Privacy Coordinator.

Location: McMurrich Building, Room 201
12 Queen's Park Crescent West
Toronto, Ontario M5S 1A8

Phone: 416-946-7303
Website: www.utoronto.ca/privacy

An expanded version of this Notice can be found at:
www.fippa.utoronto.ca/policy/nocx.htm

Person I. D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

Policies and Regulations

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms.

The University has several policies that are approved by the Governing Council and that apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of OISE are listed in this ***Calendar***. In applying to OISE, the student assumes certain responsibilities to the University and to OISE and, if admitted and registered, shall be subject to all rules, regulations and policies cited in this ***Calendar*** as amended from time to time.

All University policies can be found at:
www.governingcouncil.utoronto.ca/policies.htm

Those which are of particular importance to students are:

- Academic Sanctions for Students who Have Outstanding University Obligations
- Access to Official Student Academic Records
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
- Grading Practices Policy
- Policies and Principles for Admission to the University of Toronto
- Policy on Official Correspondence with Students

More information about students' rights and responsibilities can be found at:
www.students.utoronto.ca/The_Basics/Rights_and_Rules.htm

Teacher Candidates and Professionalism

Teachers as Professionals

Members of the teaching profession in Ontario have the responsibility to conduct themselves in a manner that reflects and upholds the Foundations of Professional Practice (Ontario College of Teachers, 2004). Embedded in this responsibility are the core values of professionalism, those principles that define teachers' moral and ethical obligations both individually and collectively to serve the public good. Such principles are necessarily expressed in the professional's attitude, behaviour, and practice. They include:

Commitment to Excellence

Teachers, as professionals, demonstrate excellence in the practical craft of teaching. Their intellectual expertise and technical competence are indicative of their ongoing pursuit of scholarship. As reflective practitioners, they are committed to their own professional development.

Trust and Integrity

Teachers demonstrate a regard for the highest standard of ethical behaviour in all of their relationships with students, colleagues, and others. They uphold the honour and dignity of the teaching profession and model compassion, acceptance and social justice to their students.

Respect for Others

Teachers demonstrate empathy, respect, and civility in their fair and equitable treatment of students. Similarly, their relationships with other teachers are marked by a positive sense of collegiality and a dedication to work collaboratively for the benefit of students.

Dedication and Responsibility

Teachers take personal responsibility for their conduct. Their sense of duty and service in the practice of teaching expresses their dedication not only to students, colleagues, and others, but also to their own deeply held professionalism. In this respect, individual teachers exhibit both courage and leadership in articulating their practice and in making it an example for others.

Statement of Expectations for OISE Teacher Candidates

During your time as teacher candidates at OISE, we will strive to inspire you with the content and spirit of professionalism in teaching, as outlined earlier in this section. In the context of your in-school experiences, you will have the chance to hone your skills at integrating your appreciation for the qualities of professionalism into your own practice. The OISE Practicum and Internship Information booklets outline your professional responsibilities as teacher candidates in schools.

Equally significant is your capacity to transfer and apply, both conceptually and in practice, the standards of teacher professionalism to your position as teacher candidates while engaged in your academic program at OISE. This capacity, it is believed, will help to prepare you for your future role as knowledgeable, ethical, and responsible professionals. It involves a range of associated expectations.

While professors will determine the appropriate means by which to incorporate the expectations into their course and/or program design, the following offers an overview of how you may interpret and apply elements of teacher professionalism to your own responsibilities as teacher candidates.

Commitment to Excellence

The intellectual quality of your work at OISE establishes the groundwork for your continuing reflective practice. As such, you are expected to demonstrate a high level of scholarship and technical competence in your preparation for classes and your accomplishment of learning tasks and assignments. Exemplary commitment to all forms of learning is expressed through active and informed participation and initiative in the acquiring and sharing of knowledge. We will provide opportunities that enable you to develop the theoretical and practical knowledge you require. We will offer timely and constructive feedback in support of your professional growth. You are expected to incorporate this feedback into your subsequent professional work.

Trust and Integrity

Your trustworthiness and honesty with regards to your professors, colleagues (other teacher candidates), and others is assumed, as you may assume the same of us. Consequently, there is an inherent expectation of honesty and integrity in all interpersonal relations and individual behaviour at OISE.

Respect for Others

In your relationships with professors, colleagues and others at OISE, you are expected to demonstrate respect, empathy, and civility regardless of differences of any kind. In helping to ensure a safe learning environment for all, you will be expected to address any conflicts in a manner that respects the dignity of those involved. We will provide opportunities that engage you in various forms of collaborative work. The expectation of respect also extends to helping and supporting one another in the learning process.

Dedication and Responsibility

Requirements of assignments will be defined in ways that respect your capacity to plan ahead and organize your work responsibly. Similarly, in taking personal responsibility for your conduct, you are expected to appreciate that dedication extends to others with whom you work. Therefore, there is an expectation that you will attend classes regularly and on time, communicate with professors and, if appropriate, colleagues regarding any unavoidable absences, complete and submit assignments in a timely way as required, and seek assistance and advice whenever necessary to help you fulfill these obligations.

Related Resources

✦ **http://www.students.utoronto.ca/The_Basics/Rights_and_Rules.htm**

- Rights and Responsibilities
- Academic Honesty
- Student Conduct
- Grades

✦ **www.governingcouncil.utoronto.ca/policies.htm**

- U of T Sexual Harassment: Policy and Procedures
- Statement on Prohibited Discrimination and Discriminatory Harassment

✦ **http://www.oct.ca/en/MembershipServices/MembersHandbook/standards/foundations.asp**

- Ontario College of Teachers' *Foundations of Professional Practice*

Sessional Dates and Deadlines

✦ Consecutive Bachelor of Education

✦ Diploma in Technological Education

Please note the following:

- ✦ The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- ✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.
- ✦ The University's commitment and Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances are available at: **http://www.governingcouncil.utoronto.ca/policies/religious.htm**.
- ✦ **Concurrent Teacher Education Program (CTEP)** students should consult their respective College or Faculty for sessional dates and deadlines.

2009

June 22 - July 31	Technological Education Apprenticeship Program (TEAP), In-Faculty Module 1 (2009-10 Cohort)
September 7	Labour Day (University closed)
September 9, 10	Registration and Introductory Classes - Bachelor of Education and Diploma in Technological Education Programs. After this date a late registration fee will be charged.
September 14	Fall Session begins
September 18	Last day for course and section changes for **Fall Session** courses
September 25	Last day for course and section changes for **full-year** courses
September 26	Safe Schools for All Conference
October 12	Thanksgiving Day (University closed)
October 27 - 28	Orientation to Schools (I/S and Technological Education)
October 29	Math Day (Elementary)
October 29 - 30	Classes (I/S and Technological Education)
October 31	Deadline for reporting Immigration Status changes affecting International Student Fee Exemptions for the Fall Session
November 2 - November 27	Practicum (all divisions)
November 13	Deadline for withdrawal without academic penalty from Fall Session courses
November TBA	Fall Convocation – B.Ed. and Diploma in Technological Education (see **www.convocation.utoronto.ca**)
December 5	Educational Activism Conference

December 7 - 11	Equity Infusion Week
December 16 - 18	Professional Preparation Conference
December 18	Fall Session ends
December 21 - January 1	University closed

2010

January 4	2010 Winter Session begins - classes resume
January 7	Arts Day (Elementary)
January 8	Grades for 2009 Fall Session courses to be submitted to the Registrar's Office
January 8	Last day for course and section changes for **Winter Session** courses
January 8	Special Education Day (Elementary)
January 20	Professional Preparation Day (all divisions - no classes)
January 30	Deadline for reporting Immigration Status changes affecting International Student Fee Exemptions for the Winter Session
February 15	Family Day (University closed)
February 18 - 19	Orientation to Schools (I/S and Technological Education)
February 25 - April 1	Practicum (Elementary)
March 1 - April 1	Practicum (I/S and Technological Education)
March 15 - 19	March Break
March 31	Deadline for Withdrawal Without Academic Penalty
April 2	Good Friday (University closed)
April 6	Building Futures Conference (Elementary)
April 7	Building Futures Conference (I/S and Technological Education)
April 16	Classes end
April 19 - 23	Internship Preparation (all divisions)
April 26	Internship begins
April 30	Grades for 2009 Winter Session and full-year courses to be submitted to the Registrar's Office
May 24	Victoria Day (University closed)
May 27	Internship ends
May 28	In-faculty Internship Day
May 28	Winter Session ends
June 8	Grades for the 2009-10 academic year available on ROSI (via SWS)
June TBA	Spring Convocation (see **www.convocation.utoronto.ca**)

OISE Administrative Officers (Partial List)

Dean's Office

Jane S. Gaskell, Ed.D. (Harvard)
Dean

Glen A. Jones, Ph.D. (Toronto)
Associate Dean, Academic

Lana Stermac, Ph.D. (Toronto)
Associate Dean, Research and Graduate Studies (Acting)

Mark Evans, Ph.D. (York, UK)
Associate Dean, Teacher Education

Bachelor of Education/Diploma in Technological Education Programs

Kathryn Broad, Ph.D. (Toronto)
Executive Director, Initial Teacher Education

David Montemurro, M.A. (York University)
Secondary Program Director

Leslie Stewart Rose, Ed.D. (Toronto)
Elementary Program Director

Sara McKitrick, M.Ed. (Toronto)
Technological Education Program Coordinator

Antoinette Gagné, Ph.D. (Toronto)
Concurrent Teacher Education Program Director

Michael De Angelis, M.Ed. (Toronto)
Concurrent Teacher Education Program Partnership and OISE Unit Level Co-Coordinator

Department Chairs

Marilyn Laiken, Ph.D. (Toronto)
Adult Education and Counselling Psychology (AECP)

Tara Goldstein, Ph.D. (Toronto)
Curriculum, Teaching and Learning (CTL)

Esther Geva, Ph.D. (Toronto)
Human Development and Applied Psychology (HDAP)

Kari Dehli, Ph.D. (Toronto)
Sociology and Equity Studies in Education (SESE)

Reva Joshee, Ph.D. (British Columbia)
Theory and Policy Studies in Education (TPS)

Department Associate Chairs

Niva Piran, Ph.D. (Texas)
Adult Education and Counselling Psychology (AECP)

Kathy Bickmore, Ph.D. (Stanford) (Acting)
Curriculum, Teaching and Learning (CTL)

Clare Brett, Ph.D. (Toronto)
Curriculum, Teaching and Learning (CTL)

Earl Woodruff, Ph.D. (Toronto)
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D. (Toronto)
Sociology and Equity Studies in Education (SESE)

Megan Boler, Ph.D. (University of California Santa Cruz)
Theory and Policy Studies in Education (TPS)

John Portelli, Ph.D. (McGill)
Theory and Policy Studies in Education (TPS)

Library/Education Commons

Laurie Harrison, M.Ed. (Toronto)
Director, Academic Technology

TBA
Director, Information Technology

Julie Hannaford, M.I.St. (Toronto)
Director, Information Resources and Services

Librarians

Marian Press, M.A., M.L.S. (Toronto)

Patricia Serafini, M.L.S. (UWO)

Stephanie Swift, M.L.S. (Western Ontario)

Registrar's Office

Eucline Claire Alleyne, Ed.D. (Toronto)
Registrar

Initial Teacher Education

G. Ian M. MacLeod, M.A. (Toronto)
Assistant Registrar, Admissions

Bill Rankovic, B.A. (York)
Assistant Registrar, Registration and Records

Graduate Studies

Kim Holman, B.A. (Trent)
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration and Records

School-University Partnerships Office (SUPO) and Student Services

Eleanor Gower, B.A. (Toronto)
Interim Director

Caroline Chassels, M.Ed. (Toronto)
Supervisor, Student Services

Anne Marie Chudleigh, M.Ed. (Toronto)
Practicum Coordinator, Elementary; Academic Internship Coordinator

Cathi Gibson-Gates, M.L.S. (Toronto)
Practicum Coordinator, Secondary

Amy Lobo
Coordinator, Teacher Employment Preparation Centre

Sheryl Hoshizaki
Equity and Human Rights Mentor

Dean's Advisory Board

Ruth Bauman
Former Secretary-Treasurer, Ontario Teachers' Federation

Gerry Connelly
Director of Education, Toronto District School Board

Philip M. Dewan
Principal, Counsel Public Affairs Inc.

Rosemary Evans
Director, Academic Studies, Branksome Hall

Paul Gooch
President, Victoria University, University of Toronto

Joan M. Green
Principal, Joan M. Green and Associates; Chair of the Board, Roots of Empathy

Penny Milton
Chief Executive Officer, Canadian Education Association

Anne Sado
President, George Brown College of Applied Arts and Technology

Raymond Théberge
Director General, Council of Ministers of Education, Canada

Michael Valpy
The Globe and Mail

Officers of the University

For a list of the Officers of the University please visit:
http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=3894

Mission, History and Vision of OISE

Mission

OISE is committed to the study and improvement of education in the context of broad social issues, with an understanding that learning is a life-long activity. Its mission emphasizes excellence and equity and involves collaboration with others to address a wide array of intellectual issues and educational questions. It draws upon the insights of many academic disciplines and professional perspectives. OISE is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

In brief, OISE is committed to creating a dynamic synergy among research, teacher education and graduate programs in order to improve teaching and learning in the many contexts where it occurs.

History

In 1906, following the recommendation of the Royal Commission on the University of Toronto that the education of teachers "is best performed where theory and practice can be made to supplement each other," a Faculty of Education was established at the University of Toronto. The first class of 215 students entered the faculty in 1907 to take courses in pedagogy at the elementary and secondary school level. The staff consisted of 2 full time academic staff, two full time sessional appointees, forty-three part time appointees, as well as one clerical "helper" and her three occasional assistants.

The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory to improve the practical and experimental aspects of its program. In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education became the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, "OCE" was the sole institution in the province preparing secondary school teachers and it was directly funded and controlled by the Ministry of Education. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies,

research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. It is organized into five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education.

In response to a recommendation from the Royal Commission on Learning "that the consecutive program for teacher education be extended to two years," and an endorsation of this recommendation by the Ministry of Education and Training, OISE developed an M.T. program which began in 1996. In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

Today, more than 100 years after its origins, OISE employs 155 full time academic staff, 132 permanent administrative staff and 150 sessional and part time staff. It teaches almost 10,000 students, of whom 1300 are preparing to be teachers, 2,000 are taking graduate degrees, and over 6,000 are taking professional development courses accredited by the Ontario College of Teachers. It continues to value the integration of theory and practice, but on a much larger scale than its founders envisaged.

Vision

OISE strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Deans of OISE of the University of Toronto

M.G. Fullan	1996 - 2003
J.S. Gaskell	2003 -

Summary of Programs Offered by OISE

OISE offers teacher education at several levels. These are summarized below. This Calendar pertains to the Concurrent Teacher Education Program, the Consecutive Bachelor of Education, and the Diploma in Technological Education. Information regarding the Additional Qualification Courses for Educators and the Graduate Studies programs can be obtained from the addresses listed herein.

Initial Teacher Education Programs

Initial teacher education (ITE) programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. These programs lead to the **Ontario Teachers' Certificate of Qualification** (O.T.C. of Q.).

Concurrent Teacher Education Program

Two concentrations are offered:
- ✦ Primary/Junior
- ✦ Intermediate/Senior

Consecutive Bachelor of Education Degree

Four concentrations are offered:
- ✦ Primary/Junior
- ✦ Junior/Intermediate
- ✦ Intermediate/Senior
- ✦ Technological Education

Diploma in Technological Education

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions. (See also page 46 regarding the B.Ed. degree.)

Master of Arts in Child Study and Education

Two focused areas of study are offered in this Primary/Junior ITE program:
- ✦ Early Childhood Education
- ✦ Special Education

Master of Teaching in Elementary and Secondary Education

Three concentrations are offered:
- ✦ Primary/Junior Education
- ✦ Junior/Intermediate Education
- ✦ Intermediate/Senior Education

Additional Qualification Courses for Educators

Additional Qualification Courses for Educators offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ontario College of Teachers for holders of the **Ontario Teachers' Certificate of Qualification** and Certificate of Registration.

Teachers who have received their teacher education outside of Ontario, who have been directed by the Ontario College of Teachers to take professional courses may apply for admission to Basic Divisional Qualification courses or basic level Technological Education courses only. Such candidates must first attend an orientation/information session at OISE and are required to submit evidence of an acceptable level of proficiency in oral and written English.

For application information and forms, visit the Continuing Education Office website:
http://conted.oise.utoronto.ca/

If you require further information, contact:
Continuing Education Office
252 Bloor Street West, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-978-2474
Telephone: 1-800-443-7612
Fax: 416-926-4732
E-mail: aq@oise.utoronto.ca

Graduate Studies in Education

Graduate programs leading to M.Ed., M.A., M.T., Ed.D. and Ph.D. degrees are offered through OISE's five departments:

- ✦ Adult Education and Counselling Psychology (AECP)
- ✦ Curriculum, Teaching and Learning (CTL)
- ✦ Human Development and Applied Psychology (HDAP)
- ✦ Sociology and Equity Studies in Education (SESE)
- ✦ Theory & Policy Studies in Education (TPS)

With the exception of the M.A. in Child Study and Education and the Master of Teaching in Elementary and Secondary Education (see also page 60), graduate degrees in education at OISE do not carry Ontario teacher certification.

For application and admission inquiries, visit the Registrar's Office website:
www.oise.utoronto.ca/ro

If you require further information, contact:
OISE Registrar's Office
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada M5S 1V6
Telephone: 416-978-1682
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

Certificate Programs

Certificate in Adult Education

This Certificate is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.

Further information on specialized areas within the program is available from:

- Anne Goodman, Director, Community Healing & Peacebuilding
  E-mail: agoodman@oise.utoronto.ca
  Website: aecp.oise.utoronto.ca/cert/peacebuilding/index.html
- Jennifer Sumner, Director, Adult Education and Sustainability Development
  E-mail: jsumner@oise.utoronto.ca
  Website: aecp.oise.utoronto.ca/cert/sustainability/index.html

Certificate in Adult Training and Development

This Certificate is designed for trainers, facilitators, leaders and managers who want to facilitate the learning of others. The program of study consists of the following five modules and a practicum - Understanding the Adult Learner, Needs Assessment, Instructional Design, Presentation Design and Delivery, Facilitation Skills.

Further information is available from:
E-mail: adulttraining@oise.utoronto.ca
Telephone: 416-978-0819
Website: www.oise.utoronto.ca/training

Certificate in Cognitive Behavioral Therapy

The certificate is a collaborative program between the Counselling Psychology Program and Hincks/Dellcrest. The certificate is open to individuals who have at least a master's degree in a mental health related area, who are a member of a registered health profession such as doctors, psychologists, nurses, or occupational therapists or students who are in the process of completing studies leading to at least a master's degree in mental health related area or a registered health profession. The certificate is for individuals who want to attain a strong level of competence in Cognitive Behavioral Therapy. The Certificate in Cognitive Behavioral Therapy is awarded upon completion of the program including the successful completion of any written assignments that are required.

Further information is available from:
Nina Josefowitz
E-mail: njosefowitz@aol.com
Website: www.hincksdellcrest.org/gai-cit/index.html

Certificate in Leadership Coaching

This Certificate is designed to educate men and women who have or wish to become coaches or improve their coaching of leaders in organizations; and/or who want to practice coaching as an aspect of being an organizational leader, manager or supervisor.

Further information is available from:
E-mail: contactclc@adler.ca
Website: aecp.oise.utoronto.ca/cert/leadership-coaching.html

Certificate in Leadership in Higher Education

This Certificate is designed to meet the professional development needs of individuals aspiring to be, or currently in, leadership roles in colleges and universities. The program is operated entirely through the Higher Education Program, in the Department of Theory & Policy Studies.

Further information is available from:
Dr. Katharine Janzen
Telephone: 416-978-1232
E-mail: kjanzen@oise.utoronto.ca

Certificate in School Management

This Certificate serves the professional development needs of school business officials and other educational administrators who desire further study in school administration. The program is operated entirely through the Educational Administration Program, in the Department of Theory & Policy Studies.

Further information is available from:
Marion Morgan, Liaison Officer
Telephone: 416-978-1203
E-mail: mmorgan@oise.utoronto.ca

Laboratory School

The Institute of Child Study (ICS)

The Institute of Child Study (ICS) operates a laboratory school which is a day school for children 3 to 12 years of age. It serves as a resource for students in the M.A. in Child Study and Education program and for research activities.

Further information is available at the ICS website: www.oise.utoronto.ca/ICS

Or from:
The Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone: 416-934-4525
Fax: 416-978-6485
E-mail: vanessa.dane@utoronto.ca

Concurrent Teacher Education Program (CTEP)

✦ Primary/Junior (P/J)

✦ Intermediate/Senior (I/S)

In addition to the one-year consecutive Bachelor of Education program, a collaborative Concurrent Teacher Education Program (CTEP) is offered. It is an option for high school graduates and first year university students who are interested in a career in teaching. The program expands teacher education across the three University of Toronto campuses. Offering CTEP in partnership with OISE are the following Colleges and Faculties:

- **University of Toronto Scarborough (UTSC)**
  Website: www.utsc.utoronto.ca/~ctep/
- **University of Toronto Mississauga (UTM)**
  Website: www.utm.utoronto.ca/ctep
- **Faculty of Music (MUS)**
  Website: www.music.utoronto.ca/students/current/undergrad.htm
- **Faculty of Physical Education and Health (PHE)**
  Website: www.ac-fpeh.com/faculty_research/undergrad/index.php
- **St. Michael's College (SMC)**
  Website: www.utoronto.ca/stmikes/concurrent/
- **Victoria College (VIC)**
  Website: www.vicu.utoronto.ca/vic/ctep.htm

CTEP leads to two, concurrently earned, undergraduate degrees. At the end of their course of study, graduates from the Concurrent Program will have earned two degrees: a Bachelor of Education (B.Ed.), and one of the following:

- Honours Bachelor of Arts (H.B.A.)
- Honours Bachelor of Science (H.B.Sc.)
- Bachelor of Music (B.Mus.)
- Bachelor of Physical and Health Education (B.P.H.E.)

Successful CTEP candidates will also be recommended for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

For candidates admitted directly from high school, the program is 5 years full-time. For candidates admitted after completing one full year of undergraduate study (minimum of 4.0 course credits) at the University of Toronto or another university, the program is typically 4 years full-time.

For detailed program descriptions and application information, please consult the calendars of the respective Colleges and Faculties.

Ontario Teachers' Certificate of Qualification (OTC of Q)

Candidates who are Canadian citizens or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements and Documentation

CTEP candidates must apply for admission to one of the CTEP Partners listed above and must meet the admission requirements of the undergraduate College or Faculty in which they are interested. They must also meet minimum standards for admission to the Concurrent Teacher Education Program, which include evidence of suitable experiences as identified in an applicant profile and evidence of an appropriate academic average – i.e. applicants must meet both the minimum standards of admissions for the U of T unit of their choice and CTEP. For additional information regarding admissions, program and graduation requirements please visit the CTEP website www.ctep.utoronto.ca or the website of the respective undergraduate College or Faculty.

NOTES:

1) Criminal record screening is required for completion of the Concurrent Teacher Education Program and for certification by the Ontario College of Teachers. See pages 3 - 4 for details.

2) Each candidate in Year 5 of CTEP will be required to submit to the OISE Registrar's Office the following, in preparation for graduation from CTEP and recommendation to the OCT for the O.T.C. of Q.
   i) A photocopy of an official certificate of birth, or current passport, or other acceptable proof of the date and place of birth.
   ii) In the case of a person who was not born in Canada, proof of the basis upon which the person is present in Canada, in the form of a photocopy of a Canadian citizenship document (both sides), a Landed Immigrant document, a Student Visa document, or Refugee documents.
   iii) Legal documentation to substantiate a change of name from that shown in (i) above.

Concurrent Teacher Education Program Information

Teaching Levels and Areas of Study

Primary/Junior (P/J)

Preparation for elementary school teaching is at the Primary/Junior (P/J) level, and spans Kindergarten to Grade 6. Elementary school teachers are responsible for teaching many subjects, including Literacy, Mathematics, Music, Drama, Science, etc.

- Primary/Junior candidates at U of T Scarborough must choose one of: a major in Mathematics, Chemistry, Physics, or a Specialist in French, within their undergraduate degree, to participate in CTEP.

- Candidates interested in applying to the Victoria College Primary/Junior Program in Year 2, are encouraged to enroll in the Ryerson Stream of the Vic One Program in Year 1 of their B.A. or B.Sc. degree.

Intermediate/Senior (I/S)

Preparation for secondary school teaching is at the Intermediate/Senior (I/S) level, and spans Grades 7-12. Candidates are required to specialize in two areas. During the course of their subject degree (H.B.A., H.B.Sc., B.Mus., or B.P.H.E.) candidates must take courses that meet the prerequisite conditions and will allow them to take the courses that will certify them to teach two subjects at the Intermediate/Senior level.

Every CTEP candidate must select one Anchor Subject, linked to a particular campus, faculty or college. This Anchor Subject becomes their main area of study in their undergraduate program.

Each CTEP partner offers different Anchor Subjects:

UTM Chemistry, French, Mathematics
UTSC Chemistry, French, Mathematics, Physics
PHE Health and Physical Education
MUS Music Instrumental, Music Vocal
SMC Religious Education

Curriculum and Instruction (C & I)

CTEP candidates intending to teach in secondary schools must select another teaching subject from the list below and accumulate the proper number of courses to be allowed to teach the particular subject which, depending upon the CTEP partner unit, currently include:

Business Studies - Accounting
Business Studies - Information and Communication Technology
Business Studies - General
Dramatic Arts
Economics
English
Family Studies
French as a Second Language
Geography
Health and Physical Education
History
International Languages - German
International Languages - Italian
International Languages - Spanish
International Languages - Other
Mathematics
Music - Instrumental
Music - Vocal
Politics
Religious Education
Science - Biology
Science - Chemistry
Science - General
Science - Physics
Social Sciences - General
Visual Arts

NOTE: Changes in regulations by the Ontario College of Teachers or the Ministry of Education and Training may impact the course offerings.

Program Components

Program Requirements

The courses and field experiences related to the B.Ed. component of the Concurrent Teacher Education Program are normally completed in a particular sequence from Year 3 to 5 except in exceptional circumstances.

Pre or co-requisites for Year 3 B.Ed. courses are unit level courses satisfying the requirements for:

- Child and Adolescent Development in Education
- Equity and Diversity in Education
- Communication and Conflict Resolution

Please see the respective College or Faculty for relevant course titles. If requiring more than one co-requisite, contact the Concurrent Teacher Education Program office at: ctep@utoronto.ca

The e-Portfolio requirements for Year 1 and Year 2 must also be complete in order to begin Year 3 in the Concurrent Teacher Education Program.

The CTEP e-Portfolio

Over the course of the entire program, CTEP students are required to develop an electronic portfolio, which is a performance assessment tool that requires CTEP candidates to provide evidence of their learning and reflection through the analysis of a variety of artifacts that represent their experiences and learning. The CTEP e-Portfolio is a purposeful and careful documentation of candidates' growth as developing teachers over the course of the 4 or 5 years in the program.

Required B.Ed. Course Credits

The Concurrent Bachelor of Education degree (B.Ed.) requires completion of 5.0 full credits as shown below.

NOTE: B.Ed. course credits accumulated in Years 3 to 5 of CTEP cannot be counted in the future towards an OISE consecutive B.Ed. Degree or an undergraduate degree.

Year 3

The following two courses are prerequisites for all B.Ed. courses:

1) Inclusive Education: ELLs and Exceptional Learners which includes 20-hour field experience focused on observation/tutoring (course weight 0.5)
2) Principles of Teaching: Legal, Ethical and Professional (course weight 0.5)

Year 4

3) P/J Curriculum, Instruction and Assessment # 1 (course weight 1.0)
   OR
   I/S Curriculum, Instruction and Assessment #1 (course weight 1.0)
   NOTE: Only one prerequisite course can be taken as a co-requisite for I/S Curriculum, Instruction and Assessment courses. See ctep.utoronto.ca for a detailed list of prerequisites for each I/S teaching subject.
4) Mentored Inquiry and Teaching (course weight 0.25)
5) Practicum placement in schools (course weight 0.25)
6) Psychological Foundations of Learning (course weight 0.5)
7) Social Foundations of Teaching and Schooling (course weight 0.5)

Year 5

8) P/J Curriculum, Instruction and Assessment # 1 (course weight 1.0)
   OR
   I/S Curriculum, Instruction and Assessment #1 (course weight 1.0)
   NOTE: Only one prerequisite course can be taken as a co-requisite for I/S Curriculum, Instruction and Assessment courses. See ctep.utoronto.ca for a detailed list of prerequisites for each I/S teaching subject.
9) Mentored Inquiry and Teaching (course weight 0.25)
10) Practicum placement in schools (course weight 0.25)

Course Descriptions

NOTE: Current information regarding descriptions for courses offered in subsequent years may be found at:
http://ctep.utoronto.ca/program/courses.html

Inclusive Education: ELLs and Exceptional Learners (Course Weight 0.5)

This course provides a foundation in inclusive curriculum and pedagogical practices for diverse exceptional learners (including behaviour, communication, intellectual, physical and multiple exceptionalities) and students for whom English is an additional language. This course includes a field experience involving observation and tutoring of an exceptional learner or an English language learner.

Principles of Teaching: Legal, Ethical and Professional (Course Weight 0.5)

This course builds understanding of teaching as a professional practice. The course will primarily focus on the research base underlying policies and documents such as the Foundations of Professional Practice. This course is linked to an online module of School Law.

Grading Practices - Concurrent Bachelor of Education Program - EDU Courses

NOTE: CTEP candidates must consult the respective College or Faculty in which they are registered for information on the relevant grading practices for their other (non-EDU) CTEP courses. Some of the non-EDU courses are required to satisfy pre/co-requisite requirements for EDU courses.

For continuation in CTEP toward the eventual granting of two degrees, candidates must meet the requirements of their respective units as well as requirements regarding prerequisite courses and Cumulative Grade Point Average (CGPA) for the B.Ed. degree.

CTEP candidates' academic standing will be assessed by OISE once they have completed 3.5 B.Ed. credits at the end of year 4. At the end of year 4 any CTEP candidate with a CGPA of 2.3 or less will be subject to review by the Dean's review committee. Failure of the Practicum will be subject to review. If CTEP candidates are required to withdraw from the program, no credits for any courses taken as part of CTEP will be applied to the OISE Consecutive B.Ed. program in the future.

A. Evaluation Procedures – Teacher Education Courses

1) During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   i) A list of all assignments, with due dates
   ii) The weighting factor or percentage allotment for each course requirement
   iii) Statement on the procedure used to determine final grades
   iv) A description of the format and nature of the final examination (where applicable).

2) After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the CTEP candidates enrolled in the course. Any change shall be reported to the Dean (or designate).

3) Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to CTEP candidates with time for its discussion.

4) CTEP candidate performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5) For each course at least one piece of term work which is a part of the evaluation of a CTEP candidate's performance, whether essay, lab report, review, etc., shall be returned to the CTEP candidate prior to the last date for withdrawal from the course without academic penalty.

6) Grades, as an expression of the instructor's best judgment of each CTEP candidate's overall performance in a course, will not be determined by any system of quotas.

7) All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE has the final responsibility for assigning the official course grade.

B. Evaluation Procedures – Practicum

The evaluation of CTEP candidate performance in the Practicum will include the following:

1) A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of CTEP candidates and the appeal mechanisms available. This statement will be available to all CTEP candidates before the beginning of the first Practicum session.

2) Formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the CTEP candidate.

3) Written documentation of the summative (final) evaluation of the Practicum session.

C. Evaluation Procedures – e-Portfolio

The evaluation of CTEP candidate performance in the e-Portfolio will include the following:

1) A formal statement describing the criteria to be used in determining if the requirements of the e-Portfolio have been completed successfully, and the appeal mechanisms available. This statement will be available to all CTEP candidates at the beginning of the program.

2) Written documentation of the successful completion of the e-Portfolio.

D. Conditions for Final Standing in the Concurrent B.Ed. Program

CTEP candidates will be evaluated on all components of the B.Ed. Program:

- Curriculum, Instruction and Assessment
- Inclusive Education: ELLs and Exceptional Learners
- Mentored Inquiry and Teaching
- Principles of Teaching: Legal, Ethical and Professional
- Psychological Foundations of Learning
- Social Foundations of Teaching and Schooling
- The Practicum
- The e-Portfolio

1) Grades in the courses, Curriculum and Instruction subjects, Inclusive Education, Psychological Foundations of Learning and Social Foundations of Teaching and Schooling will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

2) Grades in the Practicum and Mentored Inquiry in Teaching (MIT) will be reported on the summative evaluation form as Pass or Fail. On the Candidate's grade report and transcript, however, a final Pass grade will be recorded as Credit (CR) and final Fail grade will be recorded as No Credit (NCR).

3) Completion of the e-Portfolio requirement will be reported as "Completed" or "Not Completed" on the grade report and transcript.

4) The relationship among the grade meanings, the refined letter grade scale, the grade point value and the scale of numerical marks for all components of the program, excluding the Practicum and MIT course, is as follows:

i) Grade Scale for Courses

Grade Meaning	Refined Letter Grade	Grade Point Value	Scale of Numerical Marks
	A+	4.0	90 - 100%
Excellent	A	4.0	85 - 89%
	A-	3.7	80 - 84%
	B+	3.3	77 - 79%
Good	B	3.0	73 - 76%
	B-	2.7	70 - 72%
	C+	2.3	67 - 69%
Adequate	C	2.0	63 - 66%
	C-	1.7	60 - 62%
	D+	1.3	57 - 59%
Marginal	D	1.0	53 - 56%
	D-	0.7	50 - 52%
Inadequate	F	0.0	0 - 49%

ii) Grade Scale for the Practicum and Mentored Inquiry in Teaching

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

5) A grade assigned in a course is not an assessment of standing within the program. To be recommended for the Bachelor of Education Degree and the Certificate of Qualifications (OTC of Q), a Concurrent Education Candidate must attain:

i) A minimum of a **D-** grade in each course in the following components of the program:
- Curriculum, Instruction and Assessment
- Inclusive Education: ELLs and Exceptional Learners
- Principles of Teaching: Legal, Ethical and Professional
- Psychological Foundations of Learning
- Social Foundations of Teaching and Schooling

ii) A minimum of an overall **C+ average (2.3 CGPA)** in five components:
- Curriculum, Instruction and Assessment
- Inclusive Education: ELLs and Exceptional Learners
- Principles of Teaching: Legal, Ethical and Professional
- Psychological Foundations of Learning
- Social Foundations of Teaching and Schooling

The overall average will take into account course weights.

iii) A Credit **(CR)** in the Practicum and Mentored Inquiry in Teaching (MIT)

iv) Successful completion of the e-Portfolio requirement

E. Supplemental Privileges

1) Academic Courses

i) CTEP candidates not satisfying the Conditions for Final Standing in academic courses may be granted no more than two supplemental privileges by the OISE Dean's Review Committee.

ii) A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the OISE Dean's review Committee.

iii) The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the CTEP candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree and the Certificate of Qualification (Ontario College of Teachers).

iv) No CTEP candidate will be permitted to take more than twice any final examination, or part thereof, except by permission of the Appeals Committee of the OISE Faculty Council.

2) Practicum

There are two scheduled Practicum sessions. A CTEP candidate must receive a pass in each of the two scheduled Practicum sessions as designated on each summative evaluation. A CTEP candidate who fails the first or second scheduled Practicum will be granted supplemental privileges to complete additional Practica, subject to review and approval by the OISE Dean's Review Committee. Supplemental privileges will take place after a scheduled Practicum has been completed. Only two supplemental privileges will be granted for

the Practicum courses. A CTEP candidate who fails both of the scheduled Practica and fails the first supplemental Practicum, will therefore receive a final grade of NCR (No Credit) for each of the Practicum courses and will neither be recommended for the Bachelor of Education degree nor for the Certificate of Qualification (Ontario College of Teachers).

F. Access to Examination Papers

i) Copies of final examination papers for the preceding academic year are available in the OISE Education Commons/Library. These are available for review by CTEP candidates upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.

ii) A CTEP candidate has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A CTEP candidate also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

G. Withdrawals

1) Withdrawal from EDU courses

Candidates wishing to withdraw from EDU courses should consult the OISE sessional dates for information about withdrawing without academic penalty.

NOTE: Withdrawal from courses may extend program completion time. Note also that withdrawal from the EDU portion of CTEP requires withdrawal from CTEP as a whole.

2) Withdrawal from CTEP

CTEP is a collaborative program and requires notification of both Registrars. A CTEP candidate may withdraw from the Concurrent Bachelor of Education program without academic penalty on or before March 31. A completed Withdrawal form is to be submitted to the respective Registrars before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the CTEP candidate's academic record. A CTEP candidate who withdraws without notifying the Registrars, in writing, will be assigned a grade of F or NCR, as appropriate, in all Education courses. A CTEP candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Students who choose to, or are required to, withdraw from CTEP may be allowed to transfer to a non-CTEP degree program and any credit retained will be dependant on the policies of the home faculty. Note that no credit will be retained for any Bachelor of Education (EDU) courses. Not attending classes is not the same as withdrawing from the session. Candidates will be given a mark based on the course work submitted.

H. Conflict of Interest

Where the instructor or a CTEP candidate has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

I. Procedures in the Event of Disruptions

1) Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and

ii) CTEP candidates must be treated in a fair manner, recognizing their freedom of choice to university classes or not without penalty.

2) Procedures

a) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

b) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

c) Changes to the classroom procedures should, where possible, first be discussed with CTEP candidates prior to the class in which a vote of the CTEP candidates present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.

d) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes. The Dean (or designate) shall then make a decision.

e) Where classes are not able to convene, the instructor, with the prior approval of the Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

f) CTEP candidates must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, CTEP candidates must be informed, at class, of any changes made during the disruption.

g) Where a declared disruption occurs in a specific course after the last date to drop courses for the academic term or session, students who do not wish to complete the course(s) during that term or session may, prior to the last day of classes, withdraw without academic penalty. Such students shall receive a full refund of the course tuition fee.

h) Where CTEP candidates have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

i) A CTEP candidate who considers that a disruption has unreasonably affected his or her grade in a course may appeal the grade following the procedures as set out in each division. If the petition is approved, the student's original grade will be replaced by either an assessed grade or by a grade of CR/NCR, or as deemed appropriate in the particular circumstances.

Appeal Procedures - Concurrent Bachelor of Education Program

A. Appeal of Academic Grades in EDU courses

A CTEP candidate may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1) A CTEP candidate may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The CTEP candidate will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the CTEP candidate with a written statement giving the rationale for granting or denying the appeal.

2) The CTEP candidate may appeal the decision of the instructor, in writing, to the Director of CTEP within two weeks of receiving the decision. The Director of CTEP will seek to arbitrate the dispute. If the matter cannot be settled, the Director of CTEP, in consultation with members of the ITE unit, will review the case and submit to the CTEP candidate and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3) The CTEP candidate or instructor may, within two weeks of receipt, appeal the ruling of the CTEP unit, through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the CTEP candidate, instructor and Director of CTEP. The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4) The CTEP candidate, the instructor or Director of CTEP may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting.

The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

5) The CTEP candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

B. Appeal of Failures in Practice Teaching

A CTEP candidate may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), CTEP candidates should be aware of the regulations made under the Teaching Profession Act.

1) A CTEP candidate may appeal, in writing, the failure assigned by the associate teacher to the OISE Director of SUPO/SS within two weeks of receiving the report. The CTEP candidate will present to the Coordinator a written statement detailing the grounds of the appeal. The OISE Director of SUPO/SS will send, within three working days, a copy of the CTEP candidate's appeal to the associate teacher. The OISE Director of SUPO/SS, in consultation with the CTEP candidate, the associate teacher, the principal of the school, and the faculty instructor familiar with the CTEP candidate's performance, will review the case and submit a written statement to the CTEP candidate giving the rationale for granting or denying the appeal.

2) The CTEP candidate or the associate teacher may, within two weeks of receipt, appeal the decision of the OISE, Director of SUPO/SS through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the CTEP candidate, the associate teacher and the. OISE, Director of SUPO/SS. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3) The CTEP candidate, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may elect to appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

4) The CTEP candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations.

A CTEP candidate petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the CTEP candidate with a written statement giving the rationale for granting or denying the request.

Consecutive Bachelor of Education Program

- Primary/Junior (P/J)
- Junior/Intermediate (J/I)
- Intermediate/Senior (I/S)

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualification (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements

Applicants must hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, conferred not later than the Fall convocation in the year of registration at OISE. An approved degree must include at least 15 full-year courses (or equivalent) and no more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions; and contain no transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing. Applicants must also have met the English Language Proficiency Policy requirements (see pages 52 - 53 for details).

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Documentation

Each applicant must submit the following:

a) A completed Ontario Universities' Application Centre (OUAC) application form along with the required application and service fees.

b) An official transcript of all degree credit courses completed to date of application.

c) Evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 52 - 53).

d) A completed OISE initial teacher education Applicant Profile.

Additional Information:

a) Documentation in a language other than English or French must be accompanied by an official translation. All applicants, especially those who are submitting academic documents from other countries, should be aware that assessment of academic standing by OISE is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessment of your academic background and will make its own evaluation for certification purposes.

b) Criminal record screening is required for completion of our program, and for certification by the Ontario College of Teachers. See pages 3 - 4 for details.

c) Each candidate admitted to the program will be required to submit the following:

   i) A photocopy of an official certificate of birth, or current passport, or other acceptable proof of the date and place of birth.

   ii) In the case of a person who was not born in Canada, proof of the basis upon which the person is present in Canada, in the form of a photocopy of a Canadian citizenship document (both sides), a Landed Immigrant document, a Student Visa document, Refugee documents, or a valid Canadian passport.

   iii) Legal documentation to substantiate a change of name from that shown in (i) above.

   Full details will accompany the offer of admission.

For application information and forms, visit the Registrar's Office website:
www.oise.utoronto.ca/admissions

If you require further information, contact:
OISE Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-978-1848
E-mail: admissions@oise.utoronto.ca

Program of Study

The program consists of seven components (A-G below), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree and the **Ontario Teachers' Certificate of Qualification**.

In addition to the regular in-faculty program delivery, a variety of other program delivery options exists, which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

A) Curriculum and Instruction (C & I)

(Course Weight 2.0)

Candidates must select one of the following concentrations and the respective C & I course(s). Prerequisites, if any, are stated in the course descriptions.

Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 12)

✦ Primary/Junior (P/J)

The C & I component of this concentration is the course Primary/Junior Education EDU1420 which consists of broad-based methodology in several subject areas.

✦ Junior/Intermediate (J/I)

The C & I component of this concentration is comprised of two courses:

- Junior/Intermediate Education EDU1450, a broad-based methodology course (1.5)
- One Intermediate subject-specific methodology course from those listed below (0.5)

Dramatic Arts EDU1071
English EDU1101
French as a Second Language EDU1111
Geography EDU1441
Health and Physical Education EDU1251
History EDU1151
Mathematics EDU1221
Music - Instrumental EDU1231
Music - Vocal EDU1241
Science (General) EDU1301
Visual Arts EDU1011

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides opportunities to observe and work with Associate Teachers during weeks that are not part of the Practicum or Internship sessions. Depending on the option in which they are enrolled, candidates have different days or blocks of STEP. STEP days are forerunners to the Practicum sessions in that candidates are in a classroom for a series of STEP days preceding a Practicum session in the same classroom.

✦ Intermediate/Senior (I/S)

The C & I component of this concentration is comprised of two subject-specific methodology courses from those listed below (1.0 each).

NOTES:

1) Candidates select only one of Music - Instrumental, **OR** Music - Vocal.
2) Candidates select only one International Language.

Business Studies - Accounting EDU1340
Business Studies - General EDU1330
Business Studies - Information and Communication Technology EDU1350 *(not offered in 2009-10)*
Classical Studies - Latin EDU1200 *(not offered in 2009-10)*
Computer Studies EDU1040
Dramatic Arts EDU1070
Economics EDU1080
English EDU1100
Family Studies EDU1160
French as a Second Language EDU1110
Geography EDU1440
Health and Physical Education EDU1250
History EDU1150
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
International Languages - Other EDU1180 *(not offered in 2009-10)*
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Politics EDU1260
Religious Education EDU1280
Science - Biology EDU1470
Science - Chemistry EDU1480
Science - General EDU1300
Science - Physics EDU1490
Social Sciences - General EDU1270
Visual Arts EDU1010

B) Teacher Education Seminar
(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all candidates. It links the candidate's experiences across the program and emphasizes professional growth.

C) Psychological Foundations of Learning and Development (Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow candidates to pursue individual interests and deepen or broaden their knowledge and skills. One course from the following list is required.

A Survey of Children's Literature EDU5511
Actively Educating for Social & Economic Justice: Theory, Practice & Action EDU5502
Adapting and Differentiating Instruction for Students Experiencing Learning Difficulties in Inclusive Classrooms EDU5503
Addressing Alcohol and Illicit Drug Use in Schools EDU5506
An Introduction to Second Language Acquisition Processes EDU5513
Anti-Racist Education Studies EDU5510
Arts in Urban Schools EDU5597
Comparative and International Education: Issues for Teachers EDU5594
Critical Literacies: Language Practices for Social Justice EDU5598
Design Thinking and Problem-Solving in the Classroom EDU5575
Disability Studies in Education: K to 12 EDU5507
Drama Strategies for Effective and Affective Teaching EDU5519
Emotional and Behavioural Problems in the Classroom EDU5572
Engaging Aboriginal Perspectives in Education EDU5528
ESL Across the Curriculum EDU5524
French Grammar and Syntax for the French as a Second Language Classroom EDU5505
Gender Equity in Schools and Classrooms EDU5532
History is a Verb: Using Primary Documents in the History Classroom EDU5592
Holistic Teaching and Learning EDU5595
Issues in International & Global Education EDU5536
Managing Conflict in Classrooms and the School Workplace EDU5538
Models of Teaching: Enhancing Classroom Practice EDU5542
Multicultural and Diversity Counselling in Schools EDU5590
Preventing School Violence and Bullying: Theory, Practice, Evaluation & Implementation EDU5596
Science and Technology in Context EDU5517
Sexualities in Schooling: Approaches to Anti-Homophobia Education EDU5576
Silver Screen Teachers EDU5535
Stress and Burnout: Teacher and Student Applications EDU5593
Supporting Gifted and High-Level Development EDU5529
Teaching in French Immersion EDU5552
Technology, Curriculum & Instruction EDU5574
The Adolescent Brain: Implications for Instruction EDU5537
Youth Popular Culture and Schooling EDU5556

NOTE: The following courses are crosslisted with OISE graduate courses. Enrollment will consist of both Graduate students and Initial Teacher Education candidates. Initial Teacher Education candidates who select one of these courses to fulfill the Related Studies component will receive a credit towards the completion of the Bachelor of Education degree or the Diploma in Technological Education, **not** a credit towards a graduate degree. These courses will continue during the Practicum.

Children's Literature Within a Multicultural Context EDU5172
Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Math Anxiety EDU5146
History and Educational Research EDU5144
Identity Construction and Education of Minority EDU5169
Immigration and the History of Canadian Education EDU5128
Integrating Science, Mathematics and Technology Curricula (on-line) EDU5174
Language, Culture & Identity: Using the Literary Text for Teacher Development EDU5179
The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History EDU5134

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Locations of Practicum Assignments

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Simcoe Muskoka Catholic School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. Practicum placements for Intermediate/Senior and Technological Education candidates will be in secondary schools. All Practicum placements are made by OISE. Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight Not Applicable)

The Internship is the culminating field experience and is required of all candidates. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTES:

1) Courses are listed in alphabetical order by course title.
2) All courses have a course weight of 0.5 unless otherwise noted.

A Survey of Children's Literature EDU5511

This course is designed to acquaint teacher candidates with a wide variety of significant children's literature and with the authors and illustrators who create them. It will also assist teacher candidates in developing the ability to make informed choices, taking into account the age, ability and interests of the children, and to enhance teacher candidates' knowledge of theoretical approaches and instructional strategies for using literature throughout the elementary school curriculum in ways that enable children to: (a) realize the pure joy a fine literary work brings; (b) become increasingly sensitive to and appreciative of good literature - poetry, prose and informational material; (c) develop an understanding of human behaviour, ideals and values; and (d) become increasingly literate in their own use of oral and written language.

Accounting - see Business Studies

Actively Educating for Social and Economic Justice: Theory, Practice and Action EDU5502

This course is designed to encourage teacher candidates to develop their understandings of what it means to teach to promote social justice with an activist orientation, while it highlights anti-classism and the political and economic dimensions of equity education. Social and economic issues are explored within a framework that recognizes the vital importance of the relationship between class and other social identities, such as race, ethnicity, gender, sexuality, and ability. Course content emphasizes an investigation of those educational issues (e.g., class bias in the curriculum; streaming; the impact of broader political dynamics of globalization on education; the relationship between poverty, schooling, and teaching) that impact on all students, with particular attention to low income and socio-economically marginalized students. Lastly, candidates critically examine contrasting theoretical perspectives, practices, and examples of teacher action and educational activism. These investigations will assist

teacher candidates deepen their understandings and hone their practical abilities to respond to social and economic injustices in their classrooms, schools, local communities, nation, and world.

Adapting and Differentiating Instruction for Students Experiencing Learning Difficulties in Inclusive Classrooms EDU5503

The overall aim of this course is to enhance teacher candidates' understanding of the needs of students with learning difficulties, and to provide them with practical skills for differentiating and adapting instruction for these students. Teacher candidates will be introduced to the types of learning difficulties they are likely to frequently encounter in the classroom (e.g., learning disabilities, ADHD, mild intellectual disabilities), and taught how to assess the nature of students' strengths and difficulties using classroom observation and informal, curriculum-based assessment techniques. Teacher candidates will be taught a variety of approaches for adapting and differentiating instruction to meet the needs of these students in the areas of reading, writing, mathematics, social sciences and science including evidence-based remedial approaches, and accommodations best practices (adaptive technology, learning strategies). Applications of these approaches in the inclusive classroom will be emphasized. We will also discuss the emotional and social implications of learning difficulties for students and preventive strategies for addressing these challenges. The intended outcomes for this course include developing informal classroom based observation and assessment skills, increasing teacher candidates' repertoire of evidenced based strategies, acquiring the skills needed to develop lesson plans that include differentiation and adaptation of instruction and to develop and implement an effective Intervention plan.

Addressing Alcohol and Illicit Drug Use in Schools EDU5506

Alcohol and illicit drug use have the potential to impact students in many ways and teachers are often in a unique position to identify and prevent substance use among children and youth. This course will provide teacher candidates with foundational knowledge concerning alcohol and illicit drug use among children, youth and families and will provide a broader understanding of the many contexts in which substance use impacts student development. Topics will include recognition of alcohol and illicit drug use issues among children and youth, risk and resilience in the development of alcohol and illicit drug use concerns, and current best practices in alcohol and illicit drug abuse prevention programming. Teacher candidates will develop a greater understanding of the many ways substance use impacts the school environment and will develop practical skills in substance abuse problem recognition and prevention programming.

An Introduction to Second Language Acquisition Processes EDU5513

This course will allow teacher candidates at the primary, junior, intermediate and senior levels to understand second language acquisition processes. We will focus on: 1) individual differences in second language learning; 2) theories of language learning; 3) learner language in second language acquisition; and 4) comprehension and interaction in second language teaching. Candidates will be involved in reflective and active learning. This course will respond to the needs of all teacher candidates, either because they are preparing to teach French or international languages OR because they will teach students from diverse cultural and linguistic backgrounds.

Anti-Racist Education Studies EDU5510

This course will focus on understanding what integrative anti-racism means for teacher education. It seeks to combine theory with educational and political practice. The intent is to develop and understand the philosophical basis for anti-racism practice by reviewing educational initiatives in this area. The course will provide student teachers with an understanding of race and difference as providing the contexts for power and domination in society. Among issues covered are the place of race and identity in schooling and how teachers can deal with racism using the principles/ideas of anti-racism practice.

Arts in Urban Schools EDU5597

This course explores different approaches to the arts in urban schools, with a focus on how the arts might play a role in teaching for equity and social justice. Using a critical lens, students will explore the role that the arts might play pedagogically and in the curriculum in urban schools. Among other themes, students will explore how to incorporate the arts for teaching in non-arts classrooms, critical issues in curriculum and instruction in various arts disciplines, as well as non-curricular and community-based approaches to the arts in school related contexts. Students will have an opportunity to explore different artistic disciplines and consider how they might incorporate the arts as a strategy in teaching for social change.

Business Studies Intermediate/Senior
The Business Studies program includes study in the following areas: Accounting, General Studies, and Information and Communication Technology.
Prerequisites: Three full university courses in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

✦ **Accounting EDU1340 (Course Weight 1.0)**
This course focuses on evidence-based curriculum development, planning, and implementation in Accounting courses in Grades 11 and 12. The establishment and maintenance of an effective learning environment will be emphasized. Innovative instructional techniques and assessment and evaluation of student performance in Accounting will be explored. Other topics addressed include the use of technology in Accounting, selection and creation of resources for use in Accounting courses, and current issues and directions in the field of Accounting.
Prerequisite: Minimum of one course in Accounting.

✦ **General EDU1330 (Course Weight 1.0)**
This course is designed to prepare teachers of Business in Grades 9-12. It focuses on evidence-based curriculum development, planning, and implementation for a range of Business Courses. Innovative instructional techniques and assessment approaches for teaching a variety of Business Studies curricula at all secondary grade levels will be examined. Other topics addressed include the use of technology, selection and creation of resources for business courses, and current issues and directions in business education.

✦ **Information and Communication Technology EDU1350 (Course Weight 1.0)** ***(not offered in 2009-10)***
This course focuses on evidence-based curriculum development, planning, and implementation in courses in Information and Communication Technology (ICT) in Business, Grades 9-12. The establishment and maintenance of an effective learning environment in a computer classroom will be emphasized. Innovative instructional techniques for teaching a variety of office productivity and web authoring software packages will be explored. Other topics addressed include assessment and evaluation of student performance in ICT courses, selection and creation of resources for use in ICT courses, and current issues and directions in the field of Information Technology. Computer lab time is provided for hands-on experience.
Prerequisite: Minimum of one course in Information and Communication Technology.

Children's Literature Within a Multicultural Context EDU5172
This course explores ways in which to bring children, cultural diversity and literature together in an interactive manner. The aim is to learn how to take advantage of the cultural backgrounds and interests that children of diverse backgrounds bring to the classroom and to use folklore to understand literature more deeply. Stories – whether traditional folktales or contemporary multicultural works – not only help define a child's identity and understanding of self, but they also allow others to look into, appreciate, and embrace another culture. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. This is a very "hands-on" course and the focus is to develop strategies for engaging students within the classroom in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. We discuss how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to the cultural communities it serves, and its relevance in confronting issues of human rights and social justice.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Classical Studies - Latin EDU1200 (Course Weight 1.0) ***(not offered in 2009-10)***
This course introduces candidates to the philosophy, methodologies and issues related to the teaching of Latin in the intermediate and senior divisions. A variety of instructional and assessment strategies, and approaches to curriculum design will be explored. The course will focus on Latin vocabulary, grammar and syntax, comprehension, derivation and oral reading of prose and poetry. There will also be an emphasis on the social and cultural aspects of Roman civilization. The course will be delivered through a variety of approaches including reflective and active learning.
Prerequisites: Three full university courses in Latin.

Comparative and International Education: Issues for Teachers EDU5594

Comparative and international education is an interdisciplinary field that looks at "big-picture" issues such as the relationship between education and political, economic, and social change in different countries and regions of the world. Research and study in this field often guides the improvement of education, and helps educators become more reflective about their own schools and education systems from the perspective of others. This course will encourage students to look at the Canadian education system from a comparative perspective. The goal of the course is to increase students' understanding of the field of comparative and international education as it relates to their roles as teachers, their understanding of learning processes and their interest in educational policy.

Computer Studies Intermediate/Senior EDU1040 (Course Weight 1.0)

This course focuses on discourses in education and culture around computers and technology, in which teachers produce curricula and spaces where diverse student populations can engage in the production of computing knowledge. Knowledge of computing is built by students, teachers, communities, cultures, and globally through relationships and everyday and social/cultural experiences. Preservice teachers, in taking up multiple orientations and pedagogical approaches to the teaching of computers, will explore issues around computer use in secondary schools - e.g. privacy, pornography, relationships, and censorship in cyberspace, conceptual/imaginative interpretations and limitations in computerized environments, and problem-oriented and case study approaches to computing. Facilities are provided for hands-on experience with computers.

Prerequisites: Three full university courses in computing, or approved field experience.

Critical Literacies: Language Practices for Social Justice EDU5598

In this course, teacher candidates will explore the possibilities and practices of critical literacies in multilingual and multicultural classrooms that lead to social change. The course begins with taking stock of our reading/writing/viewing practices and understandings to situate them within new conceptions of literacies. We will analyze school (e.g., picture books, fiction, and nonfiction) and out-of-school (e.g., newspapers, TV commercials, and computer games) texts to become familiar with how the textual features shape stories or messages and how they shape expectations of our reading/viewing. As well, through 'textual' practices (writing) in constructing texts, teacher candidates will learn to declare their knowledge, contest existing knowledge, and cultivate a critical consciousness of language as a tool for social transformation. Engaging in and developing competence in critical literacy practices will be fundamental to making the transition from teacher candidates to classroom teachers as they use their knowledge to construct pedagogies that support and advance student understanding (Alverman, 2001) and develop their abilities to use critical literacies to take action for social change.

Design, Thinking and Problem-Solving in the Classroom EDU5575

In this course the spectrum of problem solving strategies will be studied and experienced, with an emphasis on those familiar to designers where a multitude of solutions are acceptable. Problem solving is a core component of the Ontario curriculum and is a prime motivational approach for learning activities. This course provides a practical teaching framework that acts as both a strategy of presentation to students, and a tool for the development of their classroom activities. The emerging world of online techniques for teaching and learning will be included.

Disability Studies in Education: K to 12 EDU5507

This course introduces students to the emerging field of Disability Studies in Education by addressing the question, "How might we recognize and approach inclusive education informed by a disability studies perspective?" The class will explore how disability already is and is not included in K to 12 classroom practices and curricula as a way to move toward including disability in new ways. Disability studies theory and practice are addressed so as to learn to transform disability from an individual personal problem into a social and educational issue. This issue is treated as an opportunity to learn, imagine, teach and do disability differently in our respective educational settings. Disability Studies in Education critically engages conceptions of bodies and spaces as they are socially produced, organized and enforced in educational environments. The course combines lecture and seminar format. Through lecture, students are provided with an introduction to the field of disability studies in education. Through seminar and group work students are guided to a practical development of their developing understanding of disability as a social, cultural, political, and historical phenomenon. With this understanding of disability, students can design disability-based instruction and will deliver this design to our Disability Studies in Education class.

Dramatic Arts Intermediate EDU1071
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070
(Course Weight 1.0)
This course focuses on the philosophy and practice of drama in education with a particular focus on the cognitive, social, and artistic development of the older child and adolescent through both curricular and extracurricular programs. Teaching techniques introduce students to the use of movement and voice, as well as developing an awareness of and practice in drama as an art form. Activities are wide-ranging in their approaches to improvisation, textual analysis, interpretation, scripting. Teacher candidates will plan individual lessons and units as well as consider the purpose and design of a variety of assessment methods.
Prerequisites: Three full university courses in Drama, or approved field experience.

Drama Strategies for Effective and Affective Teaching EDU5519
This course is designed for teacher candidates interested in integrating the approaches used in drama education with their classroom practice in order to foster spontaneity, feeling, and intelligence in learning. Since classrooms are places of inquiry, we need to communicate effectively and create positive learning environments for our students. By using drama strategies across the areas of the curriculum, we can explore the 'arts of education', identifying effective teaching skills and investigating some of the ways we can engage the interests of our students in their own intellectual and emotional development. No prior experience in drama is required.

Economics Intermediate/Senior EDU1080
(Course Weight 1.0)
This course introduces candidates to the methodologies and issues relevant to teachers of economics in Ontario. Instructional strategies, assessment techniques and curriculum designs that respect the combined role of teachers and learners are examined. Special emphasis will be placed on the use of Information Technology and other media to link theory with practice and foster critical thinking. Course delivery methods include interactive sessions, mini-lectures, demonstrations, individual and team presentations, guest speakers and field studies. Practical assignments challenge candidates to apply educational pedagogy to classroom realities. Candidates are encouraged to develop a personal professional philosophy about teaching economics, based on critical and reflective practice.
Prerequisites: Three full university courses in Economics.

Emotional and Behavioural Problems in the Classroom EDU5572
This course explores innovative, practical and proactive strategies teachers can employ to manage child behaviour in the classroom. Problems such as aggression, shyness, depression, attention problems and over-activity will be covered. Teacher candidates will learn how to conduct informal assessments of child difficulties and how to modify the classroom environment to ensure optimal student performance and behaviour. Teacher candidates will consider how to work with parents and children concerning classroom-based problems.

Engaging Aboriginal Perspectives in Education EDU5528
Designed for both Aboriginal and non Aboriginal teachers, this course will examine indigenous ways of knowing and how this knowledge can inform teacher practice to the benefit of all students. Historical, social, and political issues and cultural, spiritual and philosophical themes will be examined in relation to developing culturally relevant and responsive curriculum, pedagogy and practice. Teacher candidates will come away with the tools they need to create a more inclusive, fulfilling classroom environment in both urban and rural contexts.

English Intermediate EDU1101
This course engages teacher candidates in the practices, resources and theories of English/Language Arts to prepare them for teaching in the Intermediate grades (Grades 7-10). Explorations of written, visual and virtual texts such as literature, media, and technology define the content. Since language is fundamental to thinking and learning, teacher candidates engage in reading, writing, viewing, talking and representing strategies as the practical grounding for understanding and reflecting on English/Language Arts practices, and for creating sound language curricula. The content, methodologies, evaluation and skill requirements of the course will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Three full university courses in English.

English Intermediate/Senior EDU1100 (Course Weight 1.0)
This course engages teacher candidates in the practices, resources and theories of English/Language Arts to prepare for English teaching at I/S levels. Written, visual and virtual texts such as literature, media and technology define the content. Topics include teaching textual forms, writing processes, classroom language and media/technology. Teacher candidates will read, write, view, talk and represent their understanding of textuality to reflect on English/Language Arts practices and theories, as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skill requirements in English/Language Arts will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Three full university courses in English.

ESL Across the Curriculum EDU5524
This course will help teacher candidates at the primary, junior, intermediate and senior levels develop the skills, knowledge and dispositions to meet the needs of English second language learners in mainstream classes. We will focus on: 1) methods and techniques for adapting content-based teaching for ESL students; 2) integrating the formal aspects of English (grammar, vocabulary, pronunciation) into content-based teaching; 3) integrating strategy training and language awareness into mainstream programs; and 4) developing sensitivity to cultural and linguistic diversity. Candidates will be involved in reflective and active learning.

Family Studies Intermediate/Senior EDU1160 (Course Weight 1.0)
This course explores the principles and practices in Family Studies in Ontario. As a foundation for lesson and curriculum design, teacher candidates will examine personal experience, professional practice, and current research, encompassing the evolving nature of the field, including integrated curriculum; alternative perspectives on teaching and learning; approaches to community-building, and inclusion of diverse learners; assessment and evaluation strategies; management and safety issues; utilization of technology; reciprocal school, community, and societal impact. Assignments will require teacher candidates to prepare practical applications and to apply educational pedagogy to classroom realities. Teacher candidates are encouraged to develop a personal philosophy about teaching Family Studies, based on critical and reflective practice.
Prerequisites: Three full university courses in Family Studies.

French as a Second Language Intermediate EDU1111
This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning core French teachers at the Intermediate level (Grades 7-10). The course will focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Five full university courses in French and demonstrated proficiency in speaking and writing the language.

French as a Second Language Intermediate/Senior EDU1110 (Course Weight 1.0)
This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the Intermediate and Senior levels. We will focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; 3) electronic conferencing to support a collegial learning environment; 4) the creation of a professional portfolio. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Five full university courses of French and demonstrated proficiency in the language.

French Grammar and Syntax for the French as a Second Language Classroom EDU5505
This course, offered in French, provides teacher candidates interested in teaching French with an opportunity to deepen their understanding of the French language system (i.e. spelling, grammar, syntax, morphology, punctuation and etymology) and to explore how these aspects of language are dealt with in commonly-used FSL classroom resources. Questions such as the following will be explored: What errors in grammar, syntax, vocabulary and pronunciation are commonly made by French language learners? Why are these errors made? How can students be encouraged to recognize these and to actively correct them? How can we most effectively explain grammatical concepts to FSL learners, all the while maximising the use of the target language? It is not necessary to complete the French Proficiency Test in order to enroll in this course. However, as the course is offered in French and the assignments are to be completed in French, a high intermediate to advanced level of proficiency is recommended. As this course does not focus on second language teaching methods, it will not prepare you for a practicum in French nor will it certify you to teach French.

Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Mathematics Anxiety EDU5146
It has been well documented that many adults experience math anxiety, possibly due to the traditional way they have been taught math in their own schooling. This course offers a multifaceted approach for dealing with elementary teachers' math anxiety, based on holistic education principles. It will include math work for improving competence, utilizing reform-based approaches, as well as strategies for dealing with the anxious feelings, changing one's beliefs about math and gaining confidence as a math learner and teacher. Guided by the instructor and possibly also by one or more 'coaches', participants will work in small groups on selected math problems and activities at an appropriate level of difficulty. Various journal writing, group reflection, relaxation and guided visualization activities will be used in helping participants become aware of, and start dealing with their emotional and cognitive blocks in relation to math. Such work should allow participants to improve their attitudes toward math and open the door to accessing their mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for math-anxious students will also be included. This course is open to Primary/Junior candidates only.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Gender Equity in Schools and Classrooms EDU5532
This course encourages prospective teachers to think about aspects of their work that have implications for gender equity. Examples of topics include: gender and our own school memories; access, participation and achievement; how schools are organized around gender; classroom treatment of girls and boys; coeducation vs. single-sex education; notions of masculinity and femininity; sexual harassment in schools; teachers' career paths; women's studies and feminist pedagogy. Issues are placed within a framework that considers gender roles and social change, feminist theories and questions about "equality" and "difference", and how gender operates together with other social divisions and designations such as race, class and sexual orientation.

Geography Intermediate EDU1441
This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Particular emphasis will be given to the learning needs of young adolescents. Candidates design and develop lessons and curriculum materials that are appropriate for diverse learners, and for teaching different kinds of geographic social science content, both across the curriculum and as a separate subject in Grades 7-10.
Prerequisites: Three full university courses in Geography.

Geography Intermediate/Senior EDU1440 (Course Weight 1.0)
This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Candidates develop lessons and curriculum materials that are appropriate for diverse learners and for teaching different kinds of geographic social science content, including international and cross-cultural material. Consideration is given to issues related to current curriculum reform. The course includes inquiry models, field study, the application of technology in learning, feedback-oriented assessment, and a variety of instructional techniques. Assignments involve practical applications and critical reflection.
Prerequisites: Three full university courses in Geography.

German - See International Languages

Health and Physical Education Intermediate EDU1251

This course of study prepares future teachers to design and deliver contemporary Intermediate level (Grades 7-10) health and physical education programs. It is consistent with the national and provincial trend towards de-emphasizing competitive team sports and focuses on wellness and the process of guiding youngsters to develop the knowledge, skills and attitudes that lead one to become physically active for a lifetime. Teacher candidates relate social, cultural, economic and political factors to teaching and student learning and their ability to work collaboratively within the school setting, systems and the community.

Health and Physical Education Intermediate/Senior EDU1250 (Course Weight 1.0)

This course of study prepares future teachers to design and deliver contemporary Intermediate/Senior level (Grades 7-12) health and physical education programs. Teacher candidates will experience effective methods to teach movement patterns, motor skills, and team concepts so that their students will enjoy success in physical activities throughout their lifetime. They will learn to deliver active living health concepts through various teaching methods so their future students will develop better decision-making abilities with regard to their own health. Candidates will understand and employ various teaching approaches, which acknowledge both the unique growth of individual students and also the sequential stages of learning. Candidates will also explore, practice, and evaluate safe action while teaching, coaching, and supervising physical and health education activities.

Prerequisites: Three full university courses in Physical and Health Education. Consideration will be given to equivalent field experience.

History Intermediate EDU1151

This course has a dual focus. First, it prepares candidates to deal with the value, issues, and challenges of teaching intermediate History. Second, it helps candidates develop a repertoire of diverse teaching and assessment methods appropriate for Intermediate students (Grades 7-10). Course activities focus on Canadian History (as prescribed by the provincial guidelines), but links will be made to other histories, and to other subjects. Course methods involve lectures, demonstrations, interactive sessions, small group activities, and field study. Assignments promote the connection of theory and practice through practical applications of the methods studied, and through reflections on practice.

Prerequisites: Three full university courses in History.

History Intermediate/Senior EDU1150 (Course Weight 1.0)

This course will introduce candidates to the methodologies and issues relevant to teaching History in Ontario in the Intermediate and Senior divisions (Grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the history program to meet the needs of a diverse student body will be highlighted. The course will also introduce candidates to new directions for reshaping the History curriculum. Course methods include demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice.

Prerequisites: Three full university courses in History.

History and Educational Research EDU5144

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper. This course is intended for those planning to teach in the secondary schools.

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

History is a Verb: Using Primary Documents in the History Classroom EDU5592

Research in the field of history education demonstrates that students are more engaged, do better work, and learn more history when they use original historical documents to learn about the past. Many teachers have little experience finding or using such educational tools. This course provides an overview of the research, and goes on to explore how to use primary documents in a series of intensive workshops.

Holistic Teaching and Learning EDU5595

This course will explore holistic teaching and learning strategies such as visualization, use of the metaphor, cooperative learning, and environmental education strategies. Basic principles of holistic education such as balance, inclusion, and connectedness will be examined. Finally, the role of the teacher in holistic teaching will be explored.

Identity Construction and Education of Minority EDU5169

This course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key concepts such as identity, ethnicity, minority, race, culture and language will first be analyzed. The process of identity construction will then be examined within the educational context of Ontario.

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Immigration and the History of Canadian Education EDU5128

This course studies both the historical impact of immigrants and immigration on the Canadian school system and the equally important question of the school's role in guiding immigrant students to assimilation/integration into the mainstream Canadian community. The course is organized around a chronological frame beginning with pre-Confederation and working through today. Given the tremendous impact of immigration in the Greater Toronto Area since World War II, the course gives this era special weight. The course also balances discussion of two different and often historically opposing frames of reference: the agenda of the state and its constituent parts (especially the educational system) with regard to immigrants and immigration vs. the agenda of immigrants and their individual and collective understanding of the immigration and settlement process.

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Information and Communication Technology - see Business Studies *(not offered in 2009-10)*

Integrating Science, Mathematics and Technology Curricula EDU5174

This online course focuses on the practical curriculum issues associated with integrating school science, mathematics and technology in particular. Topics include the history of curriculum integration and school subjects, practical models for integration, strategies for teaching in an integrated fashion, ways of integrating these subjects with others in the context of the Ontario curriculum, student learning in integrated school settings, and curriculum implementation issues. Students will examine the contemporary literature on curriculum integration and report and reflect on their own teaching practices.

NOTE: This course is available to both graduate and teacher education candidates. It continues during the Orientation/Practicum.

International Languages Intermediate/Senior (Course Weight 1.0)

- ✦ German EDU1140
- ✦ Italian EDU1190
- ✦ Spanish EDU1310
- ✦ Other EDU1180 *(not offered in 2009-10)*

These courses will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of international languages. Although the emphasis will be on school programs at the intermediate and senior levels, the courses will also expose teacher candidates to community-based programs for intermediate-level learners. Courses focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.

Prerequisites: Five full university courses in the target language and proficiency in speaking and writing the language.

Internship

The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the Ontario College of Teachers.

NOTE: Course number and course weight are not applicable to the Internship.

Issues in International and Global Education EDU5536

This course investigates contrasting perspectives of international and global education and their representation in elementary and secondary school curriculum in Canada and other parts of the world. Inquiries into and critical analyses of various teaching and learning strategies, curriculum resources, and school-based initiatives used to nurture global and international understanding will be addressed. Participants will have opportunities to integrate global and international themes such as human rights, social justice, cultural diversity, citizenship, economic globalization, technology, and environmental sustainability into their curriculum design work and teaching practice.

Italian - See International Languages

Junior/Intermediate EDU1450 (Course Weight 1.5)

The Junior/Intermediate curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Junior/Intermediate divisions (grades 4-10) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, fieldwork, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

The components of this course are:

✦ Elementary Language Arts

The language arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. In the Language Arts course candidates explore many issues of literacy development using the Ontario Curriculum and the Standards of Practice as a framework and examine instructional approaches and perspectives. Candidates engage with research, key theories and major authors in the area, gain knowledge of balanced literacy programming, utilize various methods of assessing progress in Language Arts, have experience working with a variety of teaching techniques to promote growth in reading, writing and oral and visual communication, gain skill in integrating language arts with other subject areas. Candidates are continually encouraged to relate teaching practice to relevant research and theory.

✦ Elementary Mathematics

The mathematics component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates will be exposed to a study of mathematics as a discipline that involves investigating, verifying, exploring, explaining discovering, conjecturing and describing. Candidates will be encouraged to actively engage in reflective thought through use of manipulatives, discussion and problem-solving as well as through examination of effective instructional and assessment practices, and curriculum documents and materials.

✦ Elementary Science

The science component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates actively participate in integrated, hands-on learning experiences to gain exposure to the teaching and learning strategies, assessment and evaluation strategies and planning processes that enable students to achieve desired expectations from the Ontario Curriculum.

✦ Elementary Social Studies

The social studies component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Using the Ontario Curriculum documents, candidates in Social Studies study human beings, their interactions and the various environments in which they find themselves with an emphasis on interpretation, equitable and inclusive approaches and integration across all curricula.

✦ Elementary Music

The music component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This

introductory course in music education is designed to prepare the prospective classroom teacher with basic skills and knowledge necessary for providing successful music experience with elementary school children.

✦ Elementary Health and Physical Education
The health and physical education component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to offer beginning teachers opportunity to discover health and physical education through experience in all three strands of the curriculum: healthy living, fundamental movement skills and active participation.

✦ Elementary Visual Arts
The visual arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to provide candidates with some fundamental strategies and approaches for teaching visual arts through a series of hands-on art making and art appreciation sessions.

Language, Culture and Identity: Using the Literary Text for Teacher Development EDU5179
A major objective of this course is to explore the delicate balancing act of language and ethnic identity maintenance and its implications for teacher development. This course will explore literature (both fiction and non-fiction) that focuses on the experiences of those who live within and between various cultural worlds, struggling to find voice, meaning and balance in their lives. The focus will be on autobiographical narrative within a multicultural context both locally and internationally and on the power of narrative as a means to our understanding of the self in relation to the other. We will use the literary text as a vehicle for reflection on issues of language and ethnic identity maintenance, which will allow us to live vicariously in other ethnocultural worlds, with a view to the construction and reconstruction of meaning of teaching in a changing linguistic and cultural educational landscape. We will have the opportunity of exploring the immigrant experience in the pluralistic classroom through the eyes of those who necessarily live between two (or more) worlds and have articulated the experience for others to understand. These new insights will be used to examine the personal, social and academic adjustments that minority group children and parents face in the school system and in their new society in general.

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Latin - See Classical Studies *(not offered in 2009-10)*

Managing Conflict in Classrooms and the School Workplace EDU5538
This course is an in-depth examination of concepts and strategies for facilitating the constructive management of conflict in classrooms and schools. First, participants will learn and develop a range of approaches to helping students improve their capacities for communication, conflict resolution, problem solving, equitable participation in decision-making, and autonomous self-discipline. Second, participants will strengthen their capacities for understanding and handling conflict with other adults in the school workplace, such as diverse colleagues and parents. Activities and discussions will be built around two central ideas: conflict (its value for learning and its management or resolution at the classroom, school, and board levels) and democracy (facilitating the development of diverse 'students' and effective 'citizens'). The course uses a workshop/seminar format. Each participant will build their capacity to evaluate their own skills and to plan educational and communicative strategies in relationship to their own long-range goals, values, and skills as developing teachers. Attention will be given to diverse school contexts at the primary, junior, intermediate, and secondary levels.

Mathematics Intermediate EDU1221
This course is designed to prepare teacher candidates to teach students mathematics at the Grade 7-10 level in a thoughtful and interactive way. Candidates will explore a variety of teaching techniques which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.
Prerequisites: Three full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (Course Weight 1.0)
A consideration of mathematics education at the Intermediate and Senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.
Prerequisites: Three full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Models of Teaching: Enhancing Classroom Practice EDU5542
How do teachers improve their teaching in order to improve student learning? There are many powerful models of teaching - also known as instructional strategies - which promote and enhance particular kinds of learning. This course complements the basic teaching techniques introduced in Curriculum and Instruction courses by broadening and deepening a teacher candidate's repertoire of instructional strategies. Specific strategies/models addressed include: direct instruction, concept attainment, cooperative learning, inquiry and role-playing. Theory, design and practice will be combined to learn how to apply these and other models in elementary and secondary classes for all subjects.

Multicultural and Diversity Counselling in Schools EDU5590
This course will introduce students to counseling in school, in a multicultural and diversity context. Through a critical examination of race, gender, class, sexual orientations and disabilities, teacher candidates will gain insight, skills and competencies into counseling school students who are experiencing 'subjective distress'.

Music Intermediate

- **Instrumental EDU1231**
  Prerequisites: Three full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
  OR
- **Vocal EDU1241**
  Prerequisites: Three full university courses in Music, or appropriate background in music.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and incorporate personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in Grades 7-10. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Music Intermediate/Senior

- **Instrumental EDU1230 (Course Weight 1.0)**
  Prerequisites: Three full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
  OR
- **Vocal EDU1240 (Course Weight 1.0)**
  Prerequisites: Three full university courses in Music, or appropriate background in music.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in Grades 7-12. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Politics Intermediate/Senior EDU1260 (Course Weight 1.0)
This course explores contrasting images of political education in democratic contexts with special attention to curriculum perspectives and instructional practices used in intermediate and senior Politics courses in secondary schools in Ontario. A variety of learning methodologies, assessment approaches and curriculum design practices will be examined and developed. Special attention will be given to issues and questions related to 'education for citizenship' as it is addressed in the intermediate Civics course, senior Politics courses, and across the curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities, independent and group investigations, and field studies. Assignments will require candidates to prepare practical applications for Politics courses and to think critically and reflectively about the links between theory and practice.
Prerequisites: Three full university courses in Political Science.

Practicum EDU4010
The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of forty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Preventing School Violence and Bullying: Theory, Practice, Evaluation and Implementation EDU5596
The goal of this course is to help teachers to identify bullies and learn techniques to prevent bullying behavior from developing or recurring in their school environment. This will be accomplished through an examination of related research incorporating a systems approach to the reduction of violence in schools. Experiential exercises simulating experiences of discrimination and bullying including writing and enacting plays, lived experience of discrimination and violence, and direct experience with victims of bullying will be used to heighten awareness of the problem. Emphasis will be placed on the instruction and implementation of bully reduction programs currently in use. Students will be encouraged to be involved with the implementation and evaluation of existing bullying prevention programs in schools to provide real-world experience in conducting and evaluating a violence reduction program. Instruction in program evaluation and critical appraisals of existing violence reduction programs will be integrated throughout the course. Students will emerge from the course with an increased awareness of the extent and impact of bullying and violence in schools, an understanding of the range and limitations of existing bully and violence prevention programs, and the ability and motivation to implement selected bullying and violence prevention programs in their future schools.

Primary/Junior Education EDU1420 (Course Weight 2.0)
The Primary/Junior curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Primary/Junior divisions (K-6) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, fieldwork, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

The components of this course are:

✦ Elementary Language Arts
The language arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. In the Language Arts course candidates explore many issues of literacy development using the Ontario Curriculum and the Standards of Practice as a framework and examine instructional approaches and perspectives. Candidates engage with research, key theories and major authors in the area, gain knowledge of balanced literacy programming, utilize various methods of assessing progress in Language Arts, have experience working with a variety of teaching techniques to promote growth in reading, writing and oral and visual communication, gain skill in integrating language arts with other subject areas. Candidates are continually encouraged to relate teaching practice to relevant research and theory.

✦ Elementary Mathematics
The mathematics component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates will be exposed to a study of mathematics as a discipline that involves investigating, verifying, exploring, explaining discovering, conjecturing and describing. Candidates will be encouraged to actively engage in reflective thought through use of manipulatives, discussion and problem-solving as well as through examination of effective instructional and assessment practices, and curriculum documents and materials.

✦ Elementary Science

The science component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates actively participate in integrated, hands-on learning experiences to gain exposure to the teaching and learning strategies, assessment and evaluation strategies and planning processes that enable students to achieve desired expectations from the Ontario Curriculum.

✦ Elementary Social Studies

The social studies component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Using the Ontario Curriculum documents, candidates in Social Studies study human beings, their interactions and the various environments in which they find themselves with an emphasis on interpretation, equitable and inclusive approaches and integration across all curricula.

✦ Elementary Music

The music component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This introductory course in music education is designed to prepare the prospective classroom teacher with basic skills and knowledge necessary for providing successful music experience with elementary school children.

✦ Elementary Health and Physical Education

The health and physical education component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to offer beginning teachers opportunity to discover health and physical education through experience in all three strands of the curriculum: healthy living, fundamental movement skills and active participation.

✦ Elementary Visual Arts

The visual arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to provide candidates with some fundamental strategies and approaches for teaching visual arts through a series of hands-on art making and art appreciation sessions.

Psychological Foundations of Learning and Development EDU3506

This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce teacher candidates to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Candidates will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

Religious Education Intermediate/Senior EDU1280 (Course Weight 1.0)

Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education. Candidates enrolled in this course can be expected to do one placement in a Roman Catholic secondary school setting.

Prerequisites: Five full university courses in Theology or Religious Studies.

NOTE: There is also a Religious Education course offered by Continuing Education for Initial Teacher Education candidates called "Learning and Believing in Catholic Schools." This course is not credited to the Initial teacher Education program and will not be appear on transcripts. For more information, please visit:
http://conted.oise.utoronto.ca/Religious_Education.html

School and Society EDU3508
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages candidates in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

Science

Intermediate/Senior candidates who select two Science teaching subjects must have a minimum of eight full university courses in the sciences and these must include the prerequisites for each of the selected Science teaching subjects.

✦ Science - Biology Intermediate/Senior EDU1470 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Biology), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Biology.

✦ Science - Chemistry Intermediate/Senior EDU1480 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Chemistry), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Chemistry.

✦ Science - General Intermediate EDU1301
This course is designed to prepare teachers of science in the Intermediate Division (Grades 7-10). It explores the teaching of selected units in all four strands from the Ontario Science and Technology Curriculum guideline. Attention is paid to the skills of lesson planning, laboratory techniques, teaching strategies, and assessment and resources, through workshops, lectures and lab activities.
Prerequisites: Three full university courses in Science.

✦ Science - General Intermediate/Senior EDU1300 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Biology, Chemistry and Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science with a minimum of one full course in each of Biology, Chemistry, and Physics.

✦ Science - Physics Intermediate/Senior EDU1490 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Physics.

Science and Technology in Context EDU5517
Science and technology are powerful personal and social enterprises that can greatly affect and can be greatly affected by individuals, societies and environments. As processes, they are highly idiosyncratic and situational, dependent on myriad, often unpredictable, contextual variables. These perspectives about science and technology often contrast sharply with their portrayal in schools, which — for various complex reasons — tend to present students with more systematic, compartmentalized, idealized and unproblematic images of and experiences with these fields. Through this course, teacher candidates will have opportunities to develop expertise for providing elementary and secondary school students with realistic contexts relating to knowledge building in science and technology. The course addresses (and transcends) expectations within the Skills of Inquiry, Design & Communication and Relationships (Relating Science to Technology, Society, and the Environment [secondary] and Relating Science and Technology to the World Outside the School [elementary]) learning domains in Ontario curricula.

Sexualities in Schooling: Approaches to Anti-Homophobia Education EDU5576
This course will focus on matters of equity, inclusion, and school reform as these pertain to differences of sexual orientation and gender identity among students. Course content and instruction will focus on understanding and addressing those educational issues confronting lesbian, gay, bisexual, transgendered, and queer (lgbtq) students. It will also explore strategies and resources for challenging homophobia and heterosexism intersect with multiple identities and other forms of oppression, We will also examine curriculum materials and community support services that promote sensitivity and visibility.

Silver Screen Teachers EDU5535
Teachers and teaching are often portrayed in movies and television. Often teachers are stereotypes or metaphors for the profession, with stories and characters cast (and actors directed) by those with varying degrees of insight into the realities, complexities, intricacies, and demands of the profession. Silver screen teachers are either saviours of particularly recalcitrant students or scapegoats for (or recipients of) the misbehaviours and misdemeanors of mischievous youngsters. Popular depictions of teachers often contribute to unrealistic conceptions of the role. Teachers' lives and careers, not to mention their pedagogical orientations and practices, are complex and the film and digital media portrayals (along with readings) in this course are vehicles for critical, reflexive examinations of the teaching act. The purpose of the course is to critique the representation of teachers and their practices for the purposes of:
- understanding the realities and complexities of teaching and the role of teacher
- clarifying notions of pedagogy and instruction
- expanding conceptions of classroom teaching and the contexts of schools
- challenging simplistic notions of classroom management and student relationships
- developing sound images of future practice

Preservice teachers will develop their conceptions of teaching, and being a teacher, focusing on the first year of teaching.

Social Sciences - General Intermediate/Senior EDU1270 (Course Weight 1.0)
This course introduces candidates to the issues around and methodologies for teaching Social Science/Contemporary Studies courses in Ontario. A range of teaching methodologies, assessment approaches, and curriculum designs will be examined and developed. This course will also focus on issues and questions related to current curriculum reform efforts. Course methods include lectures, demonstrations, interactive sessions, small group activities, and field studies. Assignments will require candidates to prepare practical applications and to link theory and practice. Special emphasis will be placed on the use of information technology and other media in the classroom in order to foster critical thinking.
Prerequisites: Three full university courses in Psychology, Sociology or Anthropology.

Spanish - See International Languages

Stress and Burnout: Teacher and Student Applications EDU5593
The course is divided into 3 sections, with an overarching focus on the negative impact of stress on teachers and students. Section 1 includes a general overview of stress and its effects on health, mental health, and cognitive functioning. Section 2 focuses on the particular impact of stress on teachers (burnout) and students (stress-related problems). We will discuss evidence of high rates of burnout among teachers, theories that attempt to explain why it occurs, and case presentations of common burnout subtypes or scenarios. We will also discuss evidence of increasing stress among children and young adults, and the consequences of this trend. Finally, Section 3 involves practical steps for recognizing student and teacher stress, and discussion of effective ways of both preventing stress-related problems before they occur and treating them once they do.

Supporting Gifted and High-Level Development EDU5529
This course will encourage participants to: 1) deepen their understandings of giftedness and high-level development, 2) acquire a good working knowledge of theory-based, evidence-based, and empirically-validated ways to adapt classroom instruction to meet the needs of advanced learners, and 3) encourage gifted-level development in diverse learners. Many issues will be addressed, with particular attention paid to the practical implications of DEFINITION: (What is giftedness? What is creativity? How are they connected?) IDENTIFICATION: (Who is gifted?) and PROGRAMMING: (What curriculum adaptations and support mechanisms are required, and when?). Theories and research will be reviewed from various disciplines including cognitive science, developmental psychology, educational psychology, and special education. Applications to inclusive classroom settings, congregated gifted programs, and home and school linkages will be considered.

Teacher Education Seminar EDU6000 (Course weight 1.0)
This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

In the Primary/Junior and Junior/Intermediate programs, the Teacher Education Seminar will focus on individual and collaborative processes (e.g., portfolio assessment, action research, computer conferences) that promote an integrated and informed understanding of teaching and learning through a variety of lenses, such as equity and diversity. Directed field experiences with contributions from educators in the partnership districts will be emphasized.

In the Intermediate/Senior and Technological Education program, the Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Teaching in French Immersion EDU5552
This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning French immersion teachers at the primary, junior, intermediate and senior levels. We will focus on: 1) methods and techniques for content-based teaching in immersion; 2) integrating the formal aspects of French language teaching (grammar, vocabulary, pronunciation) into content-based, immersion teaching; and 3) integrating culture, strategy training, language awareness into immersion curricula. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Demonstrated proficiency in all aspects of communicative competence in French by successfully completing the French Language Proficiency Test. An extended stay in a francophone milieu is highly recommended for non-native speakers of French.
NOTE: This course does not lead to teaching certification for FSL.

Technology, Curriculum & Instruction EDU5574
How can teachers bring technology into their classrooms in such a way that students learn more deeply and teachers teach more effectively? This class will help you consider some effective ways of adding technology to your curriculum. We will read papers from the research literature concerned with how technology can help promote deeper understanding, new opportunities for peer exchange, and for deeper interactions between students and teacher. We will explore some of the latest and greatest technologies for math, science, language, arts and humanities instruction. Each week, students will take turns presenting an interesting technology to their peers, including hands-on activities. The course will meet in a computer lab, where students will work in pairs to design a technology enhanced lesson that could help their own students understand curriculum topics more deeply, and promote rich interactions within their classroom. We will also address the issue of how technology can help respond to the diversity within our classrooms, promoting equity and fostering a dynamic classroom community.

The Adolescent Brain: Implications for Instruction EDU5537
Cognitive neuroscience is making rapid strides in areas highly relevant to education. However, there is a gulf between current science and direct classroom applications. This course will examine new findings from neuroscience on adolescent brain development and how these findings can inform instruction. Teacher candidates will gain an understanding of how to optimize the brain's ability to benefit from teaching and how good instructional practice can be undermined by brain-based factors such as learning anxiety, attention deficits and poor recognition of social cues. Research findings on cognitive development will include profiles of the average learner, the gifted learner and the student with special needs. The use of scaffolding, adaptive technology and assessment to support adolescent learners will also be discussed. There will be a focus on metacognitive strategies as well as differentiated instruction and universal design which can be used to meet the needs of diverse learners in general education classrooms. Current research on frontal lobe development will be investigated in relation to social and emotional development in adolescence and the implications of this research for classroom management and peer relationships.

The Origins of Modern Schooling II: Problems in 19th and 20th Century Education History EDU5134
This course traces the historical emergence, development and coming of age of a modern schooling system in North America. Recognizing that the unfolding of a universal, compulsory and publicly funded system of schools in North America did not take place in a vacuum, the course is careful to place the evolution of schools and schooling into the context of the major social, economic and political forces which shaped and are continuing to reshape our modern era. In addition to exploring how schools and the school support structure evolved through the 19th and 20th centuries, this course will also discuss how and if the schools reflect and serve the societies of which they were and are a part.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Visual Arts Intermediate EDU1011
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the senior elementary or junior secondary level (Grades 7 to 10). Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and evaluation strategies; artistic growth and adolescent development; design concepts; curriculum integration; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; and use of community resources.
Prerequisites: Three full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (Course Weight 1.0)
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the secondary level. Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; media arts and technology; lesson and unit

planning; health and safety practices; managing art materials and the classroom environment; use of community resources; and the teacher's personal artistic development.
Prerequisites: Three full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Youth Popular Culture and Schooling EDU5556
This course attempts to characterize the complex world of social problems in which teachers and students learn. We will explore the experiences of youth sub-cultures drawing from raves, house, and heavy metal parties; the use of techno, rap, hip-hop and reggae music sub-cultures; drugs, fashion and its relationship to anorexia; and the relationship between youth in shopping malls and school hallways. Also to be explored is the role of the media; how it has imagined or constructed youth as a particular community with shared interests, and how young people resist these stereotypes in school, families, and communities creating independent representations of their own lives.

Technological Education Program

✦ Bachelor of Education

✦ Diploma in Technological Education

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an **Ontario Teacher's Certificate of Qualification** (O.T.C. of Q.). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technological Education

The **Bachelor of Education** degree will be awarded to candidates who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an **Ontario Teachers' Certificate of Qualification**, with qualifications in Technological Education. An approved degree must include at least 15 full-year courses (or equivalent) and no more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions; and contain no transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing.

The **Diploma in Technological Education** will be awarded to candidates who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

However, the **Bachelor of Education** degree will be awarded to holders of the Diploma in Technological Education who, subsequent to receiving this Diploma, submit to the Registrar of OISE proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technological Education after 1975 are eligible for the Bachelor of Education degree.

NB: In this context for a degree to be approved by OISE, it must contain:

- At least 15 full-year courses (or equivalent) and must not include any transfer credit for courses which were counted for admission to, or completed in, the Technological Education diploma program.

- No more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions.

- No transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing.

Technological Education Areas

"Technological education has moved away from a trade-specific focus to one of integration and the development of transferable skills." This is reflected in the consolidation of areas within technological education into seven "**broad-based technology**" areas. The descriptions are derived from the "Curriculum Guideline: Broad-based Technological Education" prepared by the Ministry of Education in 1995.

The ten broad-based technology (BTT) areas are:

1. Communications Technology
Includes the study of live, recorded and graphic communications.

2. Computer Technology
Includes the study of digital computer interfacing, analog and digital electronics, control systems and computer engineering.

3. Construction Technology
Includes the study of residential, commercial, industrial, recreational and other built environments, including the systems required to maintain and service them.

4. Green Industries
Includes the study of design, construction, installation and maintenance of landscapes and sustainable environments.

5. Hairstyling and Aesthetics
Includes the study of hairstyling aesthetics and other beauty services.

6. Health Care
Includes the study of health and personal care.

7. Hospitality and Tourism
Includes the study of travel and accommodation, food preparation, and other hospitality issues.

8. Manufacturing Technology
Includes the study of product design, process and production planning, manufacturing processes, and quality control.

9. Technological Design
Includes the in-depth study of a variety of design processes that may be used in solving technological challenges in the fields of architecture, communications technology, construction, manufacturing, electronics, and transportation. It also includes the development of industrial and commercial products and services, and health, safety and environmental systems.

10. Transportation Technology
Includes the study of transportation from the point of view of personal transportation, mass transit systems, and the transportation of freight and other objects.

Admission Requirements

Applicants' qualifications for admission will be assessed in relation to their selected Technological Education area. Please refer to our admissions information website **<www.oise.utoronto.ca/admissions>** for detailed information about specific trades and/or professions that can be included in each of the listed BBTs. To be eligible for consideration applicants must meet our requirements in each of the following four areas:

1. **Basic Academic Requirement:**
Ontario secondary school graduation, or its equivalent.

2. **English Language Proficiency:**
An acceptable level of proficiency in oral and written English as described in the OISE Teacher Education English Language Proficiency Policy (See pages 52 - 53).

3. **Formal Technical Education and Proof of Competence:**
Completion of a program of formal Technical Education in an approved trade or profession related to the Technological Education area for which you are applying (See page 46 for list of areas). Your level of achievement in this program must be sufficient to demonstrate competence in your selected Technological Education area at both the Grades 9-10 and related Grades 11-12 level (See page 48 concerning the Technical Proficiency Examination).

4. **Skilled Wage-Earning Experience:**
One of:
a) Five years full-time work experience in an OISE listed trade/profession after successful completion of a related Certificate of Qualification;
OR
b) Three years full-time work experience in an OISE listed trade/profession after successful completion of a related two-year diploma program. This skilled wage-earning experience must include a period of at least sixteen months of continuous employment;
OR
c) Two years work experience in an OISE listed trade/profession after successful completion of a related three or four-year diploma/degree program. This skilled wage-earning experience must include a period of at least four months of continuous employment.

5. **Background Related to Teaching**
Students must receive a "Pass" in each of the three sections of the Applicant Profile regarding a background related to teaching, in order to be considered for admission.

Selection

Not all applicants who satisfy our minimum requirements can be admitted. Our final selection decisions will be influenced by the number of applicants and the level of the qualifications that they present for consideration. We will consider factors such as faculty resources and practice teaching opportunities available for specific BBTs. This may result in the imposition of limits on the number of candidates that we will admit into some BBTs.

Preference is given to those applicants who have broad-based skills related to their selected Technological Education area. Evidence of ongoing training and computer literacy is also considered.

In the essay portions of the Technological Education Profile, written communication skills are important. Teaching-related experience is recommended, and it is expected that applicants will display a keen understanding of the teaching profession and of learners in today's schools.

OISE reserves the right to refuse applicants whose qualifications, though within the scope of an area of broad-based technology, pertains to such a narrow or specialized skill-set as to make these qualifications unsuited for the broad-based technology curriculum of Ontario schools. Similarly, qualifications based on obsolete technology may not be considered.

Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) TEAS application form with the required application and service fees attached (submitted to the Application Centre in Guelph, Ontario).

2. A completed Technological Education Profile.

3. Official transcripts from secondary school showing high school courses and proof of high school graduation.

4. Official transcripts from a College of Applied Arts and Technology or a University where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.

5. Skilled wage-earning experience documented in a manner acceptable to OISE.

6. Documented proof of competence, and of formal training and skills-acquisition prior to the beginning of skilled employment:

   a) A Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) accompanied by a Certificate of Apprenticeship (C of A) and the details of the examination showing at least **70% (B)** standing in the Technological Education area for which certification is sought. The C of Q must be accompanied by details of the examination showing final mark **and** a copy of the Certificate of Apprenticeship (C of A). Photocopies are acceptable.

   b) A degree or a three-year diploma, supported by an official transcript, from a College of Applied Arts and Technology, a Polytechnic and/or University showing proof of concentrated study (a minimum of 5 full courses) in the Technological Education area for which certification is sought.

   c) A two-year diploma from a College of Applied Arts and Technology, supported by an official transcript, showing proof of concentrated study (a minimum of 5 full courses) in the Technological Education area for which certification is sought and with an **overall B-range** average in the program.

   d) Candidates who do not have a Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) and have not completed a program of at least two years' duration at a College of Applied Arts and Technology, a Polytechnic Institute and/or University, relevant to the specific Technological Education area, must submit detailed evidence of equivalent training which occurred prior to the commencement of skilled employment.

   NOTE: Proof of competence in the chosen Technological Education area will be assessed in our admissions evaluation. However, teacher candidates in the Technological Education Program must be able to actively demonstrate all tasks related to their area of qualification in a safe and proficient manner in a classroom setting. Therefore, OISE reserves the right to require accepted candidates to successfully complete a Technical Proficiency Examination (TPE). If necessary, candidates will be tested on the fundamental principles, operations, processes and skills of the Technological Education area in which certification is sought. The Technological Education Coordinator can provide further information during the program.

7. Evidence of an acceptable level of proficiency in oral and written English as described in the OISE Teacher Education English Language Proficiency Policy (see pages 52 - 53).

Additional Information

a) Applicants should be aware that assessment of work experience, skilled training, and academic credentials by OISE is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessments and will make its own evaluation for certification purposes.

b) Documentation in a language other than English or French must be accompanied by an official government translation or a translation supported by a declaration sworn before a Notary Public or

Commissioner of Oaths attesting to the correctness of the translation. Photocopies of documents will not be accepted unless accompanied by the original, for our verification, and supported by a sworn statement.

c) Applicants who receive an offer of admission will also be required to submit the following:
   - A photocopy of a certificate of change of name, where applicable.
   - A photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.

d) Criminal record screening is required for completion of our program, and for certification by the Ontario College of Teachers. See pages 3 - 4 for details.

Applications are available at: www.ouac.on.ca/teas

Further information is available from:
OISE Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-978-1848
E-mail: admissions@oise.utoronto.ca
Website: www.oise.utoronto.ca/admissions

Program of Study

The Technological Education program consists of seven components (A-G following), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree or the Diploma in Technological Education, and the **Ontario Teachers' Certificate of Qualification.**

In addition to the regular September to June delivery, there is also the **Technological Education Apprenticeship Program (TEAP)**, designed to attract highly skilled trade persons representing teaching subjects in technological education which are in short supply.

TEAP, when offered, is delivered in two compressed modules, with possibly three different schedules as detailed below, for starting and completing the program:

a) The academic modules in two consecutive Summer Sessions, with the Practicum and Internship in the intervening months.

b) The academic modules in the Summer and Fall Sessions; the Practicum also in the Fall Session; and the Internship to follow in the Winter Session.

c) The academic modules, the Practicum and the Internship in the Winter and Summer Sessions.

TEAP candidates will be required to successfully complete the first academic module before proceeding to the second academic module, the Practicum or Internship.

NOTE: Courses offered as part of the TEAP program begin with the prefix ETA rather than EDU or ETS (e.g. ETA 1040).

A) Curriculum and Instruction
(Course Weight 2.0)

Two Technological Education Curriculum and Instruction courses are required of all candidates:

ETS1040 Curriculum Development for Technological Education (1.0)
ETS1010 Principles and Methods of Teaching Technological Education (1.0)

B) Teacher Education Seminar
(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all teacher candidates. The Seminar links their experiences across the program, emphasizes professional growth and provides specialized components for secondary candidates.

C) Psychological Foundations of Learning and Development
(Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all teacher candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all teacher candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow teacher candidates to pursue individual interests and deepen or broaden their knowledge and skills. (Please see page 18 for the list of Related Studies courses.)

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all teacher candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Locations of Practicum Assignments

School Boards

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Simcoe Muskoka Catholic School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. Practicum placements for Intermediate/Senior and Technological Education candidates will be in secondary schools. All Practicum placements are made by OISE. Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight Not Applicable)

The Internship is the culminating field experience and is required of all candidates. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTES:

1) Courses are listed in alphabetical order.
2) All courses have a course weight of 0.5 unless otherwise noted.
3) Please see pages 27 - 45 for descriptions of the Related Studies courses.

Curriculum Development for Technological Education ETS1040 (Course Weight 1.0)

This course is an introduction to the theory and practice of curriculum development for Broad-Based Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course.

Internship

The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the Ontario College of Teachers.

NOTE: Course number and course weight are not applicable to the Internship.

Practicum EDU4010

The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of forty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Principles and Methods of Teaching Technological Education ETS1010 (Course Weight 1.0)
This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules.

Psychological Foundations of Learning and Development EDU3506
This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce teacher candidates to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Teacher candidates will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

School and Society EDU3508
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

Teacher Education Seminar EDU6000
(Course Weight 1.0)
This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

The Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Policies and Regulations

✦ Consecutive Bachelor of Education

✦ Diploma in Technological Education

English Language Proficiency Policy

NOTES:

1) The section of the policy stated here relates to the Consecutive Bachelor of Education and Diploma in Technological Education/Ontario Teachers' Certificate of Qualification Program only.
2) Master of Arts in Child Study and Education and Master of Teaching in Elementary and Secondary Education candidates should refer to the OISE Graduate Studies Bulletin.
3) Concurrent Teacher Education Program students should refer to their home College or Faculty.

English is the language of instruction for all initial teacher education courses at OISE, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum and the Internship, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technological Education Program are required to give evidence of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma in Technological Education Program

All applicants to the Diploma in Technological Education Program, must satisfy one of the following criteria:

a) Their mother tongue or first language is English
OR
b) They have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English
OR
c) They have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

For Applicants To The Consecutive Bachelor of Education Degree Program

All applicants to the Bachelor of Education Program must satisfy one of the following criteria:

a) Their mother tongue or first language is English
OR
b) They have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English
OR
c) They have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

B. Acceptable Tests and Required Scores

NOTE: All tests must have been taken within the 3 years prior to the date of application to the OISE Teacher Education programs.

i) An official statement of results of **TOEFL** (Test of English as a Foreign Language) for either the paper-based test, the computer-based test, or the internet-based test. These following **three** tests, although equivalent, use different grading scales:

• **Paper-based,** on which a minimum total score of 600 is required (must include the Test of Written English component with a minimum score of 6.0 and the Test of Spoken English component with a minimum score of 55)

• **Computer-based**, on which a minimum total score of 250 is required (with a minimum score of 6.0 on the Essay Rating component and a minimum score of 55 on the Test of Spoken English component)

• **Internet-based**, on which a minimum total score of 100 is required (with a minimum score of 25 for both the Writing and Speaking components)

OR

ii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 6.5.

OR

iii) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 90 and also the Oral Interview component, showing a rating of 4.

OR

iv) An official statement of the results of **TOP** (Test of Oral Proficiency) showing a minimum score of 46 and **TOW** (Test of Written Proficiency) with a minimum score of 46.

OR

v) An official statement of the results of the **University of Toronto, School of Continuing Studies' English Language Academic Preparation Course** completed at the 60 Level with a grade of at least 'B'.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE for the respective Bachelor of Education and Diploma in Technological Education Program application/admission cycle.

✦ Testing Agency Information

Information about the content of tests, test dates, test requirements and applicable fees may be obtained from:

1. TOEFL (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service
Telephone: 1-877-863-3546
Website: www.toefl.org

2. IELTS (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
Website: www.ielts.org

Applicants may also contact their nearest British Council Office. The only **Ontario IELTS** test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained at:

Telephone: 519-748-3516
E-mail: ielts@conestogac.on.ca
Website: www.conestogac.on.ca/ielts

3. MELAB (Michigan English Language Assessment Battery)
MELAB Testing; English Language Institute
Telephone: 1-866-696-3522
E-mail: melabelium@umich.edu
Website: www.lsa.umich.edu/eli/testing/melab
OR
The Toronto MELAB Test Centre
Telephone: 416-946-3942
E-mail: melab.newcollege@utoronto.ca
Website: www.melab.ca

4. TOP (Test of Oral Proficiency)
TOW (Test of Written Proficiency)
COPE Testing Limited
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: www.copetest.com/tophome.htm

5. The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course
Telephone: 416-978-5104
Fax: 416-971-2839
E-mail: scs.esl@utoronto.ca
Website: http://learn.utoronto.ca/Page60.aspx

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:

OISE Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-978-1848
Fax: 416-323-9964
E-mail: admissions@oise.utoronto.ca

Grading Practices - Consecutive Bachelor of Education and Diploma in Technological Education Programs

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   i) A list of all assignments, with due dates;
   ii) The weighting factor or percentage allotment for each course requirement;
   iii) Statement on the procedure used to determine final grades;
   iv) A description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the teacher candidates enrolled in the course. Any change shall be reported to the Dean (or designate).

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to teacher candidates with time for its discussion.

4. Teacher candidate performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. For each course at least one piece of term work which is a part of the evaluation of a teacher candidate's performance, whether essay, lab report, review, etc., shall be returned to the teacher candidate prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each teacher candidate's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE has the final responsibility for assigning the official course grade.

B. Evaluation Procedures – Practicum

The evaluation of teacher candidate performance in the Practicum will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of teacher candidates and the appeal mechanisms available. This statement will be available to all teacher candidates before the beginning of the first Practicum session.

2. A formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the teacher candidate.

3. Written documentation of the summative (final) evaluation of the Practicum session.

C. Evaluation Procedures – Internship

The evaluation of teacher candidate performance in the Internship will include the following:

1. A formal statement describing the criteria to be used in determining if the requirements of the Internship have been completed successfully, and the appeal mechanisms available. This statement will be available to all teacher candidates before the beginning of the Internship.

2. Written documentation of the successful completion of the Internship.

D. Conditions for Final Standing

1. Teacher candidates will be evaluated on all seven components of the program:
   - Curriculum and Instruction
   - Teacher Education Seminar
   - Psychological Foundations of Learning and Development
   - School and Society
   - Related Studies
   - The Practicum
   - The Internship

2. i) Grades in the Curriculum and Instruction subjects, Teacher Education Seminar, Psychological Foundations of Learning and Development, School and Society, and Related Studies, will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

ii) Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the teacher candidate's grade report and transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade will be recorded as a No Credit (NCR).

iii) Completion of the Internship requirement will be reported as "Successfully Completed" or "Unsuccessful" on the grade report and transcript.

3. The relationship among the grade meanings, the refined letter grade scale, the grade point value and the scale of numerical marks for all components of the program, excluding the Internship, is as follows:

i) Grade Scale for Courses

Grade Meaning	Refined Letter Grade	Grade Point Value	Scale of Numerical Marks
	A+	4.0	90 - 100%
Excellent	A	4.0	85 - 89%
	A-	3.7	80 - 84%
	B+	3.3	77 - 79%
Good	B	3.0	73 - 76%
	B-	2.7	70 - 72%
	C+	2.3	67 - 69%
Adequate	C	2.0	63 - 66%
	C-	1.7	60 - 62%
	D+	1.3	57 - 59%
Marginal	D	1.0	53 - 56%
	D-	0.7	50 - 52%
Inadequate	F	0.0	0 - 49%

ii) Grade Scale for the Practicum

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

iii) Internship

Does not have a grade scale

4. A grade assigned in a course is not an assessment of standing within the program. To be recommended for the Bachelor of Education degree or the Diploma in Technological Education and the Certificate of Qualification (Ontario College of Teachers), a teacher candidate must attain:

i) A minimum of a **D-** grade in each course in the following components of the program:
- Curriculum and Instruction
- Teacher Education Seminar
- Psychological Foundations of Learning and Development
- School and Society
- Related Studies

ii) A minimum of **an overall C+ average (2.3 GPA)** in five components:
- Curriculum and Instruction
- Teacher Education Seminar
- Psychological Foundations of Learning and Development
- School and Society
- Related Studies

The overall average will take into account course weights.

iii) A Credit **(CR)** in the Practicum.

iv) Successful completion of the Internship.

E. Supplemental Privileges

1. Academic Courses

i) Teacher candidates not satisfying the Conditions for Final Standing in academic courses may be granted no more than two supplemental privileges by the Dean's Review Committee.

ii) A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the Dean's review Committee.

iii) The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the teacher candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technological Education and the Certificate of Qualification (Ontario College of Teachers).

iv) No teacher candidate will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Appeals Committee of the Council of the Faculty.

2. Practicum

There are two scheduled Practicum sessions. A teacher candidate must receive a pass in each of the two scheduled practicum sessions as designated on each summative evaluation. A teacher candidate who fails the first or second scheduled Practicum will be granted supplemental privileges to complete additional Practica, subject to review and approval by the Dean's Review Committee. Supplemental privileges will take place after both scheduled Practica have been completed. Only two supplemental privileges will be granted for the Practicum course. A teacher candidate who fails both of the

scheduled Practica and fails the first supplemental Practicum, will therefore receive a final grade of NCR (No Credit) for the Practicum course and will not be recommended for the Bachelor of Education degree or the Diploma in Technological Education nor for the Certificate of Qualification (Ontario College of Teachers).

3. Internship

A teacher candidate may also be granted a supplemental privilege for an unsuccessful internship provided that both Practicum supplemental privileges have not been used.

F. Access to Examination Papers

1. Copies of final examination papers for the preceding academic year are available in the OISE Education Commons/Library. These are available for review by teacher candidates upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A teacher candidate has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A teacher candidate also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

G. Withdrawals

A teacher candidate may withdraw from the Bachelor of Education degree or Diploma in Technological Education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator **WDR** (withdrawn without academic penalty) will be entered on the teacher candidate's academic record. A teacher candidate who withdraws without notifying the Registrar, in writing, will be assigned a grade of **F** or **NCR**, as appropriate, in all courses. A teacher candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

H. Conflict of Interest

Where the instructor or a teacher candidate has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

I. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and
ii) Teacher candidates must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.

2. Procedures

a) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
b) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
c) Changes to the classroom procedures should, where possible, first be discussed with teacher candidates prior to the class in which a vote of the teacher candidates present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.
d) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes. The Dean (or designate) shall then make a decision.

e) Where classes are not able to convene, the instructor, with the prior approval of the Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

f) Teacher candidates must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, teacher candidates must be informed, at class, of any changes made during the disruption.

g) Where a declared disruption occurs in a specific course after the last date to drop courses for the academic term or session, students who do not wish to complete the course(s) during that term or session may, prior to the last day of classes, withdraw without academic penalty. Such students shall receive a full refund of the course tuition fee.

h) Where teacher candidates have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

i) A teacher candidate who considers that a disruption has unreasonably affected his or her grade in a course may appeal the grade following the procedures as set out in each division. If the petition is approved, the student's original grade will be replaced by either an assessed grade or by a grade of CR/NCR, or as deemed appropriate in the particular circumstances.

Lapsed Status

The integrated consecutive Bachelor of Education (B.Ed.) and Diploma in Technological Education program is normally completed within a nine (9) month period, except for exceptional circumstances approved by the Dean's Review Committee. If a teacher candidate does not complete all program requirements for the B.Ed. Consecutive degree or the Diploma in Technological Education within the nine months designated for completion of the program, and has not maintained registration in the program, the teacher candidate's candidacy will be considered to be 'lapsed'. A lapsed teacher candidate is no longer a teacher candidate of OISE, University of Toronto and no longer has access to University facilities or resources.

Request for Reinstatement

A lapsed teacher candidate may request to be reinstated in their program by completing and submitting a Reinstatement Form to the Dean's Review Committee. Reinstatement in the program will only be granted once and only if the request is made within five years of the teacher candidate's initial start date in the program. A request for reinstatement may be refused, for example, when it is the view of the Dean's Review Committee that there is insufficient evidence of success in the program prior to the lapse. Teacher candidates who are granted a reinstatement must register through ROSI in the session for which the reinstatement was granted and comply with all conditions stipulated by the Dean's Review Committee. Teacher candidates who are not granted a reinstatement into the program, may reapply for admission to the program.

Appeal Procedures

Consecutive Bachelor of Education and Diploma in Technological Education Programs

NOTES:

1) Concurrent Teacher Education Program students should consult their respective College or Faculty.
2) Students in the Master of Arts in Child Study and Education and Master of Teaching in Elementary and Secondary Education programs should refer to the OISE Graduate Studies Bulletin.

A. Appeal of Academic Grades

A teacher candidate may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A teacher candidate may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The teacher candidate will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the teacher candidate with a written statement giving the rationale for granting or denying the appeal.

2. The teacher candidate may appeal the decision of the instructor, in writing, to the Chair of the Department within two weeks of receiving the decision. The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department, in consultation with members of the Department, will review the case and submit to the teacher candidate and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The teacher candidate or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the teacher candidate, instructor and Chair of the Department. The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The teacher candidate, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

5. The teacher candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

B. Appeal of Failures in Practice Teaching

A teacher candidate may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), teacher candidates should be aware of the regulations made under the Teaching Profession Act.

1. A teacher candidate may appeal, in writing, the failure assigned by the associate teacher to the Coordinator of Practice Teaching within two weeks of receiving the report. The teacher candidate will present to the Coordinator a written statement detailing the grounds of the appeal. The Practice Teaching Coordinator will send, within three working days, a copy of the teacher candidate's appeal to the associate teacher. The Practice Teaching Coordinator, in consultation with the teacher candidate, the associate teacher, the principal of the school, and the faculty instructor familiar with the teacher candidate's performance, will review the case and submit a written statement to the teacher candidate giving the rationale for granting or denying the appeal.

2. The teacher candidate or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Coordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the teacher candidate, the associate teacher and the Practice Teaching Coordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The teacher candidate, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional

Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may elect to appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

4. The teacher candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations.

A teacher candidate petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the teacher candidate with a written statement giving the rationale for granting or denying the request.

Master of Arts in Child Study and Education

The Master of Arts in Child Study and Education Program is offered at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces candidates to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Candidates also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Eligible graduates are recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario Schools.

Candidates in this program are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE Bulletin and the School of Graduate Studies Calendar for full details.

For detailed information, visit the Registrar's Office website:

www.oise.utoronto.ca/ro

Master of Teaching in Elementary and Secondary Education

The Master of Teaching (M.T.) degree program in Elementary and Secondary Education is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions, the junior and intermediate divisions, or the intermediate and senior divisions of Ontario schools.

The Master of Teaching Program offers candidates a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides candidates with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of teacher candidates preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Candidates in this program are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE Bulletin and the School of Graduate Studies Calendar for full details.

For detailed information, visit the Registrar's Office website:

www.oise.utoronto.ca/ro

Other Programs of Interest to Prospective Teachers

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

University of Toronto Mississauga (UTM)

Exceptionality in Human Learning

The four year specialist undergraduate degree program provides a good preparation for applicants to the OISE Bachelor of Education degree program or the Master of Arts in Child Study and Education degree program (for kindergarten to grade 6).

Mathematics Education

OISE and the University of Toronto at Mississauga have agreed to a partnership to enhance the preparation of secondary school teachers of mathematics. Students in the undergraduate degree program at the University of Toronto at Mississauga will enrol in the program during their third year.

During their fourth year, students will take a special mathematics course designed to be good preparation for students wanting to pursue a career in teaching and will participate in a field experience in a secondary school working with a mentor teacher. Their work at OISE will build upon their prior learning.

The Early Teacher Project

A four year undergraduate degree program in science and mathematics leading to admission to the OISE Bachelor of Education degree program. Students in this project take a UTM Science Education course which includes science pedagogy in elementary and secondary schools. While completing their undergraduate credits, students in this project are assisted by a UTM placement officer in gaining necessary experiences in Mississauga schools prior to their acceptance into the Bachelor of Education degree program.

University of Toronto Scarborough (UTSC)

The Early Teacher Project

A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the OISE Bachelor of Education degree program.

Faculty of Music

Music Education

A four year undergraduate degree program in music education which provides a good preparation for music applicants to the OISE initial teacher education degree programs.

Faculty of Physical and Health Education

Physical and Health Education

A four year undergraduate degree program which provides a good preparation for physical and health education applicants to the OISE Bachelor of Education degree program. Prospective teachers should pay particular attention to the "Preparation for Teaching Option".

Teachers' Associations of Ontario

Ontario College of Teachers/L'Ordre des enseignantes et des enseignants de L'Ontario

121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222 (within Ontario)
Fax: 416-961-8822
E-mail: info@oct.ca
Website: www.oct.ca

L'Association des enseignantes et des enseignants franco-ontariens (AEFO)

681, chemin Belfast
Ottawa, Ontario K1G 0Z4
Téléphone: 613-244-2336
Téléphone: 1-800-267-4217
Télécopieur: 613-563-7718
Télécopieur: 1-800-609-7718
Courriel: aefo@aefo.on.ca
Site web: www.aefo.on.ca

Elementary Teachers' Federation of Ontario (ETFO)

480 University Avenue, Suite 1000
Toronto, Ontario M5G 1V2
Telephone: 416-962-3836
Telephone: 1-888-838-3836
Fax: 416-642-2424
Website: www.etfo.ca

Ontario English Catholic Teachers' Association (OECTA)

65 St. Clair Avenue East, Suite 400
Toronto, Ontario M4T 2Y8
Telephone: 416-925-2493
Telephone: 1-800-268-7230
Fax: 416-925-7764
Website: www.oecta.on.ca

Ontario Secondary School Teachers' Federation (OSSTF)

60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: 416-751-8300
Telephone: 1-800-267-7867
Fax: 416-751-3394
Website: www.osstf.on.ca

Ontario Teachers' Federation (OTF)

1300 Yonge Street, Suite 200
Toronto, Ontario M4T 1X3
Telephone: 416-966-3424
Telephone: 1-800-268-7061
Fax: 416-966-5450
Website: www.otffeo.on.ca

Qualification Evaluation Council of Ontario (QECO)

1300 Yonge Street, Suite 308
Toronto, Ontario M4T 1X3
Telephone: 416-323-1969
Telephone: 1-800-385-1030
Website: www.qeco.on.ca

Fees

✦ Administrative User Fees
✦ Library Fees and Fines
✦ Tuition Fees

The University reserves the right to alter fees and other charges described in the Calendar. To be officially registered, tuition fees must be paid. For full details on the tuition fees and fees refunds, consult the University's fees website: **www.fees.utoronto.ca**

NOTES:

1) Concurrent Teacher Education Program students should consult their home College or Faculty.
2) Master of Arts in Child Study and Education and Master of Teaching in Elementary and Secondary Education candidates should refer to the OISE Graduate Studies Bulletin.

1. The minimum first payment for the initial teacher education program, and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register. Teacher candidates who have applied for OSAP assistance prior to May 31, and cannot pay the required fees before receiving their OSAP funds, may obtain a temporary deferment of fees.

2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on November 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.

3. Teacher candidates who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. Notification of withdrawal must be made in writing to the Registrar.

4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

Administrative User Fees (2009-10)

	$
Calendar for persons not registered in OISE	4.00
Copy of record	15.00
Duplicate tax receipts	5.00
Faculty Service Fee	70.00
Late registration fee (plus $5.00 per day)	44.00
Letters/Forms of Confirmation	7.00
Official transcripts	10.00
Replacement of Calendar	4.00
Replacement of student/library card	12.00

Library Fees and Fines (2009-10)

	$
Damaged book or serial	45.00
Lost book	145.00
Lost bound serial	245.00
Lost unbound serial	75.00
Overdue fines	
• Books and serials (per day per item)	.50
• Short-term loan books and serials (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Reserved/Recall books and serials (after 7 days of notice)	2.00
• Software (per day, per item)	5.00

Consecutive Bachelor of Education and Diploma in Technological Education Tuition Fees (2009-10)

Academic fee	$
Domestic students	5,536.00
International students	21,344.00
Non-academic incidental/ancillary fees	1,317.14
University Health Insurance Program	
Domestic students	-----
International students	756.00
Total fee payable	
Domestic students	6,853.14
International students	23,417.14

Financial Assistance and Awards

✦ Consecutive Bachelor of Education

✦ Diploma in Technological Education

NOTES:

1) Concurrent Teacher Education Program students should consult their home College or Faculty.
2) Master of Arts in Child Study and Education and Master of Teaching in Elementary and Secondary Education candidates should refer to the OISE Graduate Studies Bulletin.

✦ Financial Assistance

Policy on Student Financial Support

The University of Toronto's Policy on Student Financial Support states, as a fundamental principle that "No student admitted to a program at the University should be unable to enter or complete the program due to a lack of financial means." This guarantee, which is implemented through the UTAPS program (see below) is designed to ensure that all students have access to the resources necessary to meet their needs as assessed by a common mechanism. This mechanism is based on the Ontario Student Assistance Plan (OSAP). The University of Toronto is unique among Canadian universities in providing this assurance of financial support.

Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) provides needs-based financial assistance to Ontario residents who are Canadian citizens or permanent residents. Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans to assist with educational and living expenses. The Ontario Student Opportunity Grant provides partial forgiveness of loans on an annual basis for students who have incurred large debt loads.

It is strongly recommended that students apply for OSAP assistance prior to May 31. Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

OSAP application forms can be accessed at:

http://osap.gov.on.ca

Further information may be obtained from:

Admissions and Awards
315 Bloor Street West
University of Toronto
Toronto, Ontario M5S 1A3
Telephone: 416-978-2190

OR

OISE Student Services Office
252 Bloor Street West, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: http://www.oise.utoronto.ca/studentservices/osapBursaryAward/osap.php

Ontario Bursary for Students with Disabilities

Non-repayable assistance is available for OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards. Detailed information on this program is also available on the OSAP website.

UTAPS (University of Toronto Advance Planning for Students)

Students are first expected to rely on OSAP assistance up to the level of the maximum OSAP loan. UTAPS is a University of Toronto program of financial support to students whose needs have not been fully met after receiving maximum government aid from OSAP. The University will provide assistance in the form of a non-repayable grant that covers the difference between OSAP-assessed need and the maximum allowable loan provided to the student. You are automatically considered for UTAPS if you apply for OSAP. Out-of-province students must fill out a special application form available from the Office of Admissions and Awards.

University of Toronto Work-Study Plan

This program is funded by the University and the Ministry of Training, Colleges and Universities and provides on-campus part-time employment to students with financial need. Students are expected to have applied to OSAP but those with special circumstances may also be considered providing financial need can be demonstrated. Eligibility information and applications are available from Admissions and Awards.

OISE Bursary

The OISE Awards Committee offers non-repayable bursaries to students registered in the Consecutive Bachelor of Education/Technological Education program who demonstrate financial need. The bursary is intended to supplement the student's own resources, including government assistance. Students are expected first to apply for, and qualify for, an OSAP loan, although special circumstances are sometimes considered. If you are seeking financial counselling, or wish to discuss your personal circumstances in confidence, please make an appointment to see a counsellor in the OISE Student Services Office.

Applications and further information can be found online at:

http://www.oise.utoronto.ca/studentservices/osapBursaryAward/bursary.php

✦ Special Bursaries

Christopher Parker Memorial Fund

This fund was established to provide a one-time grant to support full-time OISE students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited, to students with hearing impairments. Applications are available online at:

http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

Jeffrey Drdul Memorial Award in Special Education

The Jeffrey Drdul Memorial Awards are given to students graduating from the teacher education program who are continuing in an Ontario College of Teachers certification course in Special Education at the University of Toronto in the session immediately following their graduation and who have demonstrated their ability to contribute to the field of Special Education. Graduates with an interest in Early Childhood Education, ESL, Science, Mathematics or Technology Education are also considered.

The Miyumi Sasaki Education Fund

The Miyumi Sasaki Education Fund is awarded to one or more undergraduate initial teacher education student(s) on the basis of financial need, a demonstrated commitment to social justice and equity, and an expressed intent to teach in an "inner-city" neighbourhood. Preference will be given to applicants whose lives have been influenced by, and/or who have a connection to, an inner city community.

Percy H. Taçon Memorial Bursary

The Percy H. Taçon bursary will be awarded annually to a student registered in the Visual Arts option of the Bachelor of Education program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Applications are available online at:

http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

The Donald Fawcett Bursary

The Donald Fawcett Bursary will be awarded annually to a student enrolled in the Bachelor of Education and/or Technological Education programs at OISE on the basis of financial need. Applications are available online at:

http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

The Morgan Parmenter Award in Guidance

The Morgan Parmenter Award will be awarded to graduates of the Bachelor of Education Program who are continuing in Ministry of Education additional qualification courses in Guidance at the University of Toronto in the summer session immediately following the applicants graduation. Recipients will be selected by the Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counseling. Applications are available online at:

http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

✦ Entrance Awards

Joseph W. Atkinson Scholarship for Excellence in Teacher Education

The Ontario College of Teachers Foundation is committed to sponsoring enthusiastic prospective teachers – and by implication the thousands of students they will influence – through the Joseph W. Atkinson Scholarship for Excellence in Teacher Education.

Each year this award – named for the second Registrar of the Ontario College of Teachers – contributes to a student enrolled in one of Ontario's faculties of education.

Recipients must demonstrate high academic achievement at the undergraduate level and provide evidence of other achievements and experience that indicate a high level of preparedness for teacher education.

Teacher education candidates accepted into Ontario consecutive programs and concurrent candidates proceeding to their final year are eligible. Awards are announced each fall. Application procedures are available online at:

http://www.oct.ca/foundation

The Borthwick-Duckworth Scholarship

Founded as a memorial, one or more awards, to the value of the annual income of the endowment, will be granted by the OISE Awards Committee to a person/persons admitted to the Bachelor of Education program at OISE. Preference will be given to student(s) in financial need who have demonstrated academic ability and a liberal philosophy on social, political and religious issues, and who wish to teach in elementary or secondary schools.

M. Penelope Carter Award

One award, to the value of the annual income of the endowment, will be granted by the OISE Awards Committee to a person admitted to the Bachelor of Education program in the Intermediate/Senior divisions who will enrol in English. The recipient must have graduated from the University of Toronto with high academic standing in a Specialist or Major Program in English. In addition, the demonstrated financial need of the applicant, especially as related to family responsibilities, will be considered.

The recipient will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division in the Bachelor of Education program and who apply for this award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

E.T.F.O. Bursary – Persons with Disabilities, Visible Minorities, Aboriginal Persons, LGBT Persons

Up to three bursaries and a certificate of recognition may be awarded annually to members of designated groups who are entering a Faculty of Education or E.T.F.O. members of designated groups who are taking a qualifications-upgrading course. Designated groups are defined as persons with disabilities, members of visible minorities, Aboriginal or LGBT. For more information:
http://www.etfo.ca/AboutETFO/AwardsandScholarships/Pages/default.aspx

E.T.F.O. Bursary – Women's Program – Aboriginal Women in Education

The E.T.F.O. Aboriginal Women in Education bursaries may be offered annually to Aboriginal women who are entering a Faculty of Education or E.T.F.O. Aboriginal women members who are taking a qualification-upgrading course. Up to four bursaries and a certificate of recognition may be awarded. For more information:
http://www.etfo.ca/AboutETFO/AwardsandScholarships/Pages/default.aspx

E.T.F.O. Bursary – Women's Program (Women with Disabilities, Women of Visible Minorities, Aboriginal Women, LGBT Women)

Up to four bursaries and a certificate of recognition may be awarded annually to female members of designated groups who are entering a Faculty of Education or female E.T.F.O. members of designated groups who are taking a qualification-upgrading course. Designated groups are defined as women with disabilities, women of visible minorities, Aboriginal women and LGBT women. For more information:
http://www.etfo.ca/AboutETFO/AwardsandScholarships/Pages/default.aspx

The John J. Del Grande Scholarship

This scholarship is presented annually to a student entering the OISE Bachelor of Education program with Mathematics as a designated teaching subject and who has demonstrated academic excellence in Mathematics and a strong experience profile. The recipient must have earned a 4-year degree from an accredited university and have successfully completed at least 7 full university courses in Mathematics (including courses in Mathematics, Statistics or Computer Science).

James F. Johnson Masonic Award

The recipient will be a student who is entering the Bachelor of Education Program in Secondary School Music Education (Intermediate-Senior) at OISE and either has a degree in Music, or is registered concurrently in the Faculty of Music. Successful candidates will be selected based on the qualities of high academic achievement and strong leadership and teaching competencies.

Prof. Arthur Louden Memorial Entrance Scholarship in Science

One or more awards to the value of the annual income will be made by the OISE Awards Committee to persons admitted to the Intermediate/Senior Division in the Bachelor of Education program who will enrol in Science and have best demonstrated high academic achievement in Biology or Chemistry or Physics, and have a desire to teach Science.

The recipient will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the Bachelor of Education program who have selected Science as a teaching subject and who apply for the award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

Dr. and Mrs. R. L. Peterson Memorial Entrance Award

One or more awards will be awarded to a person(s) admitted to the Intermediate/Senior division of the OISE Bachelor of Education program who will enrol in Science (Biology, Chemistry, Physics or Science General) and who best demonstrate(s) a commitment to conservation and activities providing preparation for a career in teaching. Candidates must also have good academic standing and demonstrate financial need.

The recipient will be selected by the OISE Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior divisions of the Bachelor of Education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

One or more awards to the value of the annual income of the endowment will be granted by the OISE Awards Committee to a person or persons admitted to the Bachelor of Education program in the Primary/Junior divisions who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades. OSOTF and OTSS versions of this award also exist, which include financial need as part of their criteria.

The recipient(s) will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior divisions of the Bachelor of Education program and who apply for the award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

Roseann Runte Award

One award will be granted by the OISE Awards Committee to a student admitted to the Bachelor of Education program. Preference will be given to a female student who shows evidence of commitment to pursuing a career in education and promise as an educational leader. In addition, financial need must be demonstrated. The recipient will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Bachelor of Education program. Recipients will be notified by August 1.

Jean Stirling Entrance Award

One or more awards will be made to students on the basis of financial need and academic merit who are admitted to the B.Ed program in Physical and Health Education. Preference will be given to female students who are university graduates in physical education or kinesiology.

University of Toronto Vari Scholarships

One or more awards will be made to persons admitted to the Intermediate/Senior divisions of the Bachelor of Education program. Applicants for the Vari Scholarship are expected to have good academic standing in a four-year degree and a strong Applicant Profile. Selection is also based on a letter of reference from a professor, performance on the GRE General Test, and performance on a competitive essay. To be eligible for the Vari Scholarship, applicants must have resided in Ontario for twelve months prior to the beginning of the term of study and demonstrate financial need.

Applications for the Vari Scholarship are available from the OISE Registrar's Office, Initial Teacher Education Admissions Unit, during the application period for the Bachelor of Education program and must be submitted by the application deadline for the Bachelor of Education program.

✦ Awards of Honour

The staff and students of the Bachelor of Education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three concentrations. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE. In addition, a fourth award recognizes an outstanding contribution to the life of OISE. Unless otherwise noted, no application is required for any of the following awards.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior concentration of the Bachelor of Education program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate concentration of the Bachelor of Education program.

Intermediate/Senior Award of Honour

The staff and students of the Bachelor of Education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior concentration of the Bachelor of Education program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

✦ End of Year Awards

Arnolds Balins Award

This award is presented annually to a student of Geography in the Bachelor of Education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the Bachelor of Education program. Nominations for this award may be made to the OISE Awards Committee by staff and students by a deadline established each spring.

Mark A.R.M. Crowe Memorial Award

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient(s) will be a student(s) in the Intermediate/ Senior, History and/or Politics programs who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching.

Robert Morrice Crowe Award

This award, established by Mrs. Irene Crowe, is given at the conclusion of the academic year to a Bachelor of Education student who has demonstrated excellence in teaching Music and Mathematics, and has been successful in being sensitive to the needs of his/her pupils. The value of the award will be the annual income.

E.T.F.O. Faculty of Education Award

The Elementary Teachers' Federation of Ontario makes available numerous scholarships and bursaries to students enrolled in Ontario's publicly funded schools and faculties of education. The Faculty of Education Award is awarded on the basis of academic excellence, exemplary teaching practices in practicum placements and demonstrated initiatives to broaden personal experience in educational culture.

James W. Fair Award in Elementary Education

This annual award will be made to a student in the Primary/Junior or Junior/Intermediate concentrations of the Bachelor of Education program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE, and an intention to pursue further study in education.

Kathy Bickmore Peacemaking Education Award

This award is based on teacher candidates' demonstrated commitment to facilitating diverse students' learning and practice of peacemaking and social inclusion. Applicants should send a 1-2 page letter to Student Services by March 23rd documenting their efforts to learn, as well as their contributions to students' current or future learning, relevant to peacemaking and/or restorative justice. Include the name and contact information of at least one OISE instructor or associate teacher reference who could describe some of the applicant's peacemaking-related activities.

R. J. McMaster Award

This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE.

Don Galbraith Preservice Teacher Award of Excellence

Nominees for the Don Galbraith Preservice Teacher Award must demonstrate exceptional commitment and creativity in their science preparation and teaching. As well, they must provide an article suitable for publication in Crucible or Elements, the Science Teachers' Association of Ontario's bi-monthly publications.

O.E.C.T.A. Award of Excellence

The Ontario English Catholic Teachers' Association has established this award and an O.E.C.T.A. pin for the student in the Bachelor of Education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education course, and has demonstrated outstanding practice teaching and academic performance.

O.S.S.T.F. H. W. Bryan Memorial Award of Honour

The H. W. Bryan Memorial Award of Honour was established in honour of Dr. Hugh W. Bryan, for many years a Classics Master and for twenty years principal of Renfrew Collegiate Institute. He was president of O.S.S.T.F. in 1926.

The Ontario Teacher's Secondary School Teachers' Federation Faculty of Education Scholarship is awarded to the graduating Teacher Candidate who best exemplifies leadership, collegiality and academic excellence.

OISE Commendation

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year.

The William Pakenham Fellowship

Two Awards - $5,000 Each.

The recipient must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other university approved by the Faculty and must be resident of Ontario, hold a Bachelor's Degree and a teacher's certificate valid in a Canadian province.

Application must be submitted by March 15.

Application forms are available from:
OISE Student Services
252 Bloor St West, 8th floor, Room 8-225
Toronto, ON M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4707
Email: stuserv@oise.utoronto.ca

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Education program who achieves the highest academic average.

P. A. Petrie Huron County Scholarship

This award will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education program (Mathematics and/or Science teaching option) at OISE. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

Alexander Pringle Seggie Award

The award will be made annually to the student in the Bachelor of Education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program.

Alexander Pringle Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Don Wright Scholarship in Vocal Music

This scholarship is presented to a full-time student in the Bachelor of Education program who is academically eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from Grades 5 - 10.

✦ Award Winners 2008-09

(Bachelor of Education and Diploma in Technological Education)

Primary/Junior Award of Honour
Danielle Prevedel

Junior/Intermediate Award of Honour
Corrie Graham

Intermediate/Senior Award of Honour
Tiziana Fernanda DeLuca

Arnold Balins Award
Charlene Joyce Felix

Kathy Bickmore Peacemaking Education Award
Annu Bhatia
Gareth A. Manning
Erin Peters

Borthwick-Duckworth Scholarship
Asma Wadee

James F. Johnson Masonic Award
Daniel Gooch

M. Penelope Carter Award
Carolyn Charters

Mark A.R.M. Crowe Memorial Award
Kristina Minnella

The Robert Morrice Crowe Award
Martin Van de Ven

Jeffrey Drdul Memorial Award in Special Education
Katherine Turner Daigle
Paul Stephen Matthews

Jeffrey Drdul O.S.O.T.F. Award in Special Education
Lesley Davis
Samantha Jadduroy
Sarah Jeanne Vance

John J. Del Grande Scholarship
Elham Jmemari

E.T.F.O. Faculty of Education Award
Vanessa Wade

James W. Fair Award in Elementary Education
Hilary Christine Cooke

Don Galbraith Preservice Teacher Award of Excellence
Anne-Isabell Gravel
Thao Hoang
Daniel Kenneth Roffey

The Professor Arthur Louden Memorial Entrance Scholarship in Science
Meaghan Sonya Jankowski
Erin A. McCloskey
David Joseph McNally
Pamela Kristin Lee-Shanok
Paige To

The R. J. McMaster Award
Jill Perttula

O.S.S.T.F. H. W. Bryan Memorial Award of Honour
Susan Carol Godin

O.E.C.T.A. Award of Excellence
Paola Ofelia Ferrante

Outstanding Contribution to the Life of the Faculty
Monica Marie Whalen

OISE Commendation
Anne Barbier
Jan-Marie Divok
Anne-Isabelle Gravel
Alex Keleher
Jacqueline Anne Levitt
Erin McCarthy
Sarah Lauren Parish
Marion Paxton
Daniel Kenneth Roffey
Claire Emma Szatmari
Sarah Hutchison
Andrea Michelle Regina
David J. Wilson

The Dr. and Mrs. R. L. Peterson Memorial Entrance Award
Alisa Acosta
Pamela Kristin Lee-Shanok
David McNally

The P. A. Petrie Huron County Scholarship
Viorica Mariana Gavriliu

The R. Darrel Phillips Award
Patricia Anne Slavinski

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
Raven Breas Naumann
Amelia Diana Samoilescu

Roseann Runte Award Scholarship
Jessica Poon Woo

Alexander Pringle Seggie Memorial Award - Business
Stacey Keller

Alexander Pringle Seggie Award
Joel Wallace Wass

Jean Stirling Entrance Award
Lisanne Marie Doré

Don Wright Scholarship in Music Education
(Practical Instrumental Arranging)
Daniel Gooch

Don Wright Scholarship in Vocal Music
Craig Ashton

University of Toronto Vari Scholarship
Nanci Doreen Henderson
Grace Marie Hutton
Lauren Adele Kirshner
Catherine Reinblatt Wachter

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE and at the University of Toronto. OISE students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, ***'IntUiT: your guide to student life'***. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the University of Toronto Students' Union (UTSU), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE Services and Facilities

Alumni Association

For information about the OISE Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-138
Telephone: 416-978-1126
E-mail: ethompson@pathcom.com

Black Educators Standing Together (BEST)

Black Educators Standing Together is a pre-service teacher network designed to provide academic, social and cultural support to OISE's Black pre-service teacher candidates. This network also aims to provide mentorship opportunities with Black in-service teachers (OISE alumni), from whom students can draw additional support and guidance.

Location: 252 Bloor Street West, Room 8-197
E-mail: blackeducators@utoronto.ca

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE activity.

Students will have access to:

- A specialized collection in the field of education including:
  - •Extensive reference materials
  - •Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
  - •Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
  - •Materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - •School board curriculum materials, textbooks and content resources used in Ontario schools
  - •A representative collection of children's literature
  - •A varied and extensive collection of computer software, videotapes, and other multimedia materials
- A collection of over 9.5 million items plus over 5 million microforms located in the numerous libraries of the University of Toronto Library System
- A wide range of Internet resources including remote library catalogues
- Reference assistance in accessing information on courses and research assignments
- Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
- Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE can be obtained from the websites listed below:

✦ Education Commons
Telephone: 416-978-2760
Website: www.oise.utoronto.ca/ec

✦ Library
Telephones:
Circulation Desk: 416-978-1850
Reference Desk: 416-978-1860
Website: www.oise.utoronto.ca/ec/library

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Contact: Jean-Paul Restoule
Location: 252 Bloor Street West, Room 7-191
Telephone: 416-978-0732

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE. It helps international students become inextricably woven into the fabric of the OISE community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-978-2423
E-mail: isa@oise.utoronto.ca

Kidspace Daycare

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, First Floor
Telephone: 416-978-0027
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

Student Services Office (OISE)

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office. The Office's Academic and Cultural Support Centre (ACSC) offers one-on-one support to OISE students from Graduate and Initial Teacher Education (ITE) programs who are speakers of English as a first or additional language. The Centre provides assistance with academic writing, resume and cover letters, strategies for success in the teacher preparation and graduate programs, as well as the Pre-Field Experience Program (PREP) for internationally educated teacher candidates. Teacher candidates who volunteer to participate in PREP get to experience an Ontario classroom and an opportunity to teach without receiving a formal evaluation.

Location: 252 Bloor Street West, Room 8-225
Telephone: 416-978-2277
Fax: 416-926-4706
Website: www.oise.utoronto.ca/studentservices

Student Teachers' Union

The Student Teachers' Union provides opportunities for professional development, works on a democratic basis to advance students' interests and rights, and provides a framework through which students can communicate and share experiences and skills. The STU brings students together to discuss and achieve important educational, administrative, and legislative change. In early August there will be information about elections for positions within the STU.

Location: 252 Bloor Street West, Room 8-193
E-mail: stunion@oise.utoronto.ca
Website: home.oise.utoronto.ca/~stunion/

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and achieving academic success, and to create a space at U of T where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Location: First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 2J7
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Website: www.fnh.utoronto.ca

Accessibility Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library
130 St. George Street, First Floor
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Website: www.studentlife.utoronto.ca/accessibility.html

Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Ave., Room 325
Toronto, Ontario M5S 1J6
Telephone: 416-978-1259
Fax: 416-971-2289
Website: www.antiracism.utoronto.ca

Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Location: Koffler Student Services Centre
214 College Street,
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Toronto, Ontario M5S 1J6
Telephone: 416-978-1485
Fax: 416-946-8296
Website: www.communitysafety.utoronto.ca

Family Care

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on- or off-campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-978-3247
E-mail: family.care@utoronto.ca
Website: www.familycare.utoronto.ca

Hart House

At Hart House, you'll find everything a body needs in a uniquely soul-restoring environment. Whether you're interested in art, music, debates, photography, fitness, film, drama, chess, bridge, scuba diving – you name it, you can find it at Hart House. For many students, Hart House is a home away from home. As a student, you're automatically a member. Within Hart House are a full-service athletic facility, serene common rooms with fabulous fireplaces, two restaurants, a renowned art gallery, and library. Visit Hart House for a meal, a beer or a workout. Listen to the latest music in the Record Room, or meet with friends in one of the comfortable sitting rooms. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment.

Location: 7 Hart House Circle
Toronto, Ontario M5S 3H3
Telephone: 416-978-2452
Website: www.harthouse.utoronto.ca

Health Services

Health Service offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

All students need health insurance coverage – for example, OHIP, other provincial plans, **UHIP,** or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact **<www.isc.utoronto.ca>** for UHIP information.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8030
E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: www.housing.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2008-09, excluding tuition:

Accommodation	$7,200
Books/Supplies	1,000
Clothing	650
Food	3,800
Health insurance (UHIP) (international students)	756
Local transportation	1,200
Miscellaneous	3,600
TOTAL	**$18,206**

International Student Centre (ISC)

The goal of the ISC is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the ISC and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the ISC, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-2564
E-mail: isc.information@utoronto.ca
Website: www.isc.utoronto.ca

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: 21 Sussex Avenue, Suite 416 and 417
Toronto, Ontario M5S 1J6
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: www.lgbtq.utoronto.ca

Office of Convocation

The Office of Convocation organizes graduation ceremonies for students of UofT programs, including B.Ed. and Diploma in Technological Education teacher candidates at OISE. These ceremonies occur twice yearly, once in, June and once in November).

Please consult the Office of Convocation website for graduation information and specific ceremony dates.

Location: 215 Huron Street, 3rd Floor, Room 301
Toronto, Ontario M5S 1A2
Phone: 416-978-5940
E-Mail: convocation.office@utoronto.ca
Website: www.utoronto.ca/convocation/gradinfo.html

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which creates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Toronto, Ontario M5S 1J7
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: Office of the President, Simcoe Hall
27 King's College Circle, Room 109B
Toronto, Ontario M5S 1A1
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: www.status-women.utoronto.ca

University of Toronto Students' Union (UTSU)

Representing over 41,000, the UTSU is governed by a board of directors, elected from UofT college, campus, professional faculty and second-entry programs. UTSU's aim is to provide money-saving services and events to educate and enhance student university experience. UTSU offers services like the Book Exchange, Discount TTC Metropasses, and Health and Dental Plans.

Location: UTSU St. George Office
12 Hart House Circle
Toronto, ON M5S 3J9
Telephone: 416-978-4911
Fax: 416-978-2018
Email: frontdesk@utsu.ca

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Joyce A. Wilkinson, Ph.D. (Minnesota)
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NOTES

OISE

INITIAL TEACHER EDUCATION

OISE's Ontario Teachers' Certificate of Qualification Programs:

Concurrent Teacher Education
Consecutive Bachelor of Education/Diploma in Technological Education
Master of Arts in Child Study and Education
Master of Teaching

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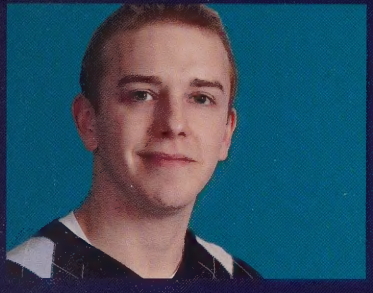
www.oise.utoronto.ca/ro
www.oise.utoronto.ca

UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Ontario Institute for Studies in Education
University of Toronto



INITIAL TEACHER EDUCATION

2010-11 CALENDAR

UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Registrar's Office

252 Bloor Street West, Toronto, Ontario M5S 1V6
http://www.oise.utoronto.ca/ro

✦ Initial Teacher Education Programs

Concurrent Teacher Education Program (CTEP)

(See information on pages 16 - 23)

E-mail: ctep@utoronto.ca
Website: www.ctep.utoronto.ca

Consecutive Bachelor of Education and Diploma in Technological Education/ Ontario Teachers' Certificate of Qualification Programs

Admissions

Telephone: 416-978-1848
Fax: 416-323-9964
E-mail: admissions@oise.utoronto.ca
Website: www.oise.utoronto.ca/admissions

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Registered Students

Telephone: 416-978-4300
Fax: 416-323-9964
E-mail: admitted@oise.utoronto.ca
Website: www.oise.utoronto.ca/ro/BEd_Tech_Admissions

Master of Arts in Child Study and Education/ Ontario Teachers' Certificate of Qualification Program

(See information on page 64)

Master of Teaching in Elementary and Secondary Education/ Ontario Teachers' Certificate of Qualification Program

(See information on page 64)

✦ Graduate Studies in Education

Admissions & Registration

Telephone: 416-978-1682
Fax: 416-323-9964
E-mail: gradstudy.oise@utoronto.ca
Website: www.oise.utoronto.ca/ro

✦ Transcripts & Records Requests

Additional Qualification Courses for Educators

Telephone: 416-978-1684
Fax: 416-323-9964
E-mail: transcripts@oise.utoronto.ca
Website: www.oise.utoronto.ca/ro/Transcripts_Records

Initial Teacher Education and Graduate Studies Programs

Telephone: 416-978-3384
Fax: 416-978-2487
E-mail: ask@artsci.utoronto.ca
Website: www.rosi.utoronto.ca

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Important Notices

Academic Year

The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August. "Full-year" courses refer to courses which run through both the Fall and Winter Sessions.

Admissions Policy Statement

OISE is strongly committed to social justice in everything it does. This means that we are committed to the just treatment of each individual member of our community and the communities we serve. It also means that we are especially vigilant to ensure that differences are not treated in ways that produce direct or indirect forms of discrimination. Our Commitment to social justice also means that those with whom we work and live, who experience individual or systemic discrimination for whatever reason, are provided with the means to overcome social and physical disadvantages, to the best of our ability. It should be understood that equitable treatment sometimes involves similar treatment and at other times involves differential treatment in order to bring about an equality of results.

Thus, in keeping with the Policies and Principles for Admission to the University of Toronto, OISE is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minority group members, persons with disabilities, women in non-traditional subject areas, Aboriginal persons and native speakers of French.

Admission of International Students

OISE welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an **Ontario Teachers' Certificate of Qualification** must comply with such conditions of admissions as the Faculty Council of OISE may determine.

Changes in Programs of Study and/or Courses

The programs of study which our Calendar lists and describes are available for the year(s) to which the Calendar applies. They may not necessarily be available in later years. If the University or OISE must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Academic Course Weights/Hours

One full course (1.0) = a minimum of 72 contact hours
One half course (0.5) = a minimum of 36 contact hours
One quarter course (0.25) = a minimum of 18 contact hours

Copyright in Instructional Settings

If a teacher candidate wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by teacher candidates with disabilities, the instructor's consent will not be unreasonably withheld.

Criminal Record Report

• School Board Requirements

The Consecutive Bachelor of Education program, the Diploma in Technological Education program, the Concurrent Teacher Education program, the Child Study and Education two-year program and the Master of Teaching program require successful completion of practice teaching in the schools. School Boards require candidates on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students.

Please see the Newly Admitted Students section pertaining to your program on the OISE Registrar's Office website for up-to-date procedures:

www.oise.utoronto.ca/ro

• The Ontario College of Teachers Requirement

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original reports of police record checks and an Applicant's Declaration about their suitability for registration. Note that the report is valid for 6 months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to the Ontario College of Teachers:

Telephone: 416-961-8800
Website: www.oct.ca

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the Calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Notice of Collection

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admission, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to the website below or contact the University Freedom of Information and Protection of Privacy Coordinator.

Location: McMurrich Building, Room 201
12 Queen's Park Crescent West
Toronto, Ontario M5S 1A8
Phone: 416-946-7303
Website: www.utoronto.ca/privacy

Person I. D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

Policies and Regulations

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms.

The University has several policies that are approved by the Governing Council and that apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of OISE are listed in this ***Calendar***. In applying to OISE, the student assumes certain responsibilities to the University and to OISE and, if admitted and registered, shall be subject to all rules, regulations and policies cited in this ***Calendar*** as amended from time to time.

All University policies can be found at:
www.governingcouncil.utoronto.ca/policies.htm

Those which are of particular importance to students are:

- Academic Sanctions for Students who Have Outstanding University Obligations
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
- Grading Practices Policy
- Policies and Principles for Admission to the University of Toronto
- Policy on Official Correspondence with Students

More information about students' rights and responsibilities can be found at:
life.utoronto.ca/get-help/rights-responsibilities.htm

Teacher Candidates and Professionalism

Teachers as Professionals

Members of the teaching profession in Ontario have the responsibility to conduct themselves in a manner that reflects and upholds the Foundations of Professional Practice (Ontario College of Teachers, 2004). Embedded in this responsibility are the core values of professionalism, those principles that define teachers' moral and ethical obligations both individually and collectively to serve the public good. Such principles are necessarily expressed in the professional's attitude, behaviour, and practice. They include:

Commitment to Excellence

Teachers, as professionals, demonstrate excellence in the practical craft of teaching. Their intellectual expertise and technical competence are indicative of their ongoing pursuit of scholarship. As reflective practitioners, they are committed to their own professional development.

Trust and Integrity

Teachers demonstrate a regard for the highest standard of ethical behaviour in all of their relationships with students, colleagues, and others. They uphold the honour and dignity of the teaching profession and model compassion, acceptance and social justice to their students.

Respect for Others

Teachers demonstrate empathy, respect, and civility in their fair and equitable treatment of students. Similarly, their relationships with other teachers are marked by a positive sense of collegiality and a dedication to work collaboratively for the benefit of students.

Dedication and Responsibility

Teachers take personal responsibility for their conduct. Their sense of duty and service in the practice of teaching expresses their dedication not only to students, colleagues, and others, but also to their own deeply held professionalism. In this respect, individual teachers exhibit both courage and leadership in articulating their practice and in making it an example for others.

Statement of Expectations for OISE Teacher Candidates

During your time as teacher candidates at OISE, we will strive to inspire you with the content and spirit of professionalism in teaching, as outlined earlier in this section. In the context of your in-school experiences, you will have the chance to hone your skills at integrating your appreciation for the qualities of professionalism into your own practice. Your professional responsibilities as teacher candidates in schools are outlined on the School-University Partnership Office (SUPO) website at:

www.oise.utoronto.ca/supo

Equally significant is your capacity to transfer and apply, both conceptually and in practice, the standards of teacher professionalism to your position as teacher candidates while engaged in your academic program at OISE. This capacity, it is believed, will help to prepare you for your future role as knowledgeable, ethical, and responsible professionals. It involves a range of associated expectations.

While professors will determine the appropriate means by which to incorporate the expectations into their course and/or program design, the following offers an overview of how you may interpret and apply elements of teacher professionalism to your own responsibilities as teacher candidates.

Commitment to Excellence

The intellectual quality of your work at OISE establishes the groundwork for your continuing reflective practice. As such, you are expected to demonstrate a high level of scholarship and technical competence in your preparation for classes and your accomplishment of learning tasks and assignments. Exemplary commitment to all forms of learning is expressed through active and informed participation and initiative in the acquiring and sharing of knowledge. We will provide opportunities that enable you to develop the theoretical and practical knowledge you require. We will offer timely and constructive feedback in support of your professional growth. You are expected to incorporate this feedback into your subsequent professional work.

Trust and Integrity

Your trustworthiness and honesty with regards to your professors, colleagues (other teacher candidates), and others is assumed, as you may assume the same of us. Consequently, there is an inherent expectation of honesty and integrity in all interpersonal relations and individual behaviour at OISE.

Respect for Others

In your relationships with professors, colleagues and others at OISE, you are expected to demonstrate respect, empathy, and civility regardless of differences of any kind. In helping to ensure a safe learning environment for all, you will be expected to address any conflicts in a manner that respects the dignity of those involved. We will provide opportunities that engage you in various forms of collaborative work. The expectation of respect also extends to helping and supporting one another in the learning process.

Dedication and Responsibility

Requirements of assignments will be defined in ways that respect your capacity to plan ahead and organize your work responsibly. Similarly, in taking personal responsibility for your conduct, you are expected to appreciate that dedication extends to others with whom you work. Therefore, there is an expectation that you will attend classes regularly and on time, communicate with professors and, if appropriate, colleagues regarding any unavoidable absences, complete and submit assignments in a timely way as required, and seek assistance and advice whenever necessary to help you fulfill these obligations.

Related Resources

✦ **life.utoronto.ca/get-help/rights-responsibilities.htm**

- Rights and Responsibilities
- Academic Honesty
- Student Conduct
- Grades

✦ **www.governingcouncil.utoronto.ca/policies.htm**

- U of T Sexual Harassment: Policy and Procedures
- Statement on Prohibited Discrimination and Discriminatory Harassment

✦ **www.oct.ca/standards/foundations.aspx**

- Ontario College of Teachers' *Foundations of Professional Practice*

Sessional Dates and Deadlines

✦ Bachelor of Education

✦ Diploma in Technological Education

Please note the following:

- ✦ The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- ✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.
- ✦ The University's commitment and Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances are available at: **http://www.governingcouncil.utoronto.ca/policies/religious.htm**.
- ✦ **Concurrent Teacher Education Program (CTEP)** students should consult their respective College or Faculty for sessional dates and deadlines for Year 3 classes.

2010

June 21 - July 29	Technological Education Apprenticeship Program (TEAP), In-Faculty Module 1 (2010-11 Cohort)
September 6	Labour Day (University closed)
September 7, 8	Registration and Introductory Classes - Bachelor of Education and Diploma in Technological Education Programs. After this date a late registration fee will be charged.
September 13	Fall Session begins
September 17	Last day for course and section changes for **Fall Session** courses
September 24	Last day for course and section changes for **full-year** courses
October 11	Thanksgiving Day (University closed)
October 26 - 27	Orientation to Schools (Consecutive - I/S and Technological Education)
October 28 - 29	Classes (Consecutive - I/S and Technological Education)
October 30	Deadline for reporting Immigration Status changes affecting International Student Fee Exemptions for the Fall Session
November 1 - November 26	Practicum (Consecutive - all divisions)
November 8	Fall Convocation – B.Ed. and Diploma in Technological Education (see **www.convocation.utoronto.ca**)
November 12	Deadline for withdrawal without academic penalty from Fall Session courses
December 6 - 10	Equity Infusion Week
December 15 - 17	Professional Preparation Conference

December 17	Fall Session ends
December 22 - January 2	University closed

2011

January 3	2011 Winter Session begins - Consecutive classes resume and Concurrent Teacher Education Program Year 4 (Professional Session) classes begin
January 7	Grades for 2010 Fall Session courses to be submitted to the Registrar's Office
January 7	Last day for course and section changes for **Winter Session** courses
January 19	Professional Preparation Day (Consecutive - all divisions - no classes)
January 30	Deadline for reporting Immigration Status changes affecting International Student Fee Exemptions for the Winter Session
February 8 - April 1	Practicum (Concurrent Teacher Education Program)
February 17 - 18	Orientation to Schools (Consecutive - I/S and Technological Education)
February 21	Family Day (University closed)
February 28 - April 1	Practicum (Consecutive - Elementary)
February 28 - April 1	Practicum (Consecutive - I/S and Technological Education)
March 14 - 18	March Break
March 31	Deadline for Withdrawal Without Academic Penalty
April 15	Classes end (Consecutive)
April 18 - 21	Internship Preparation (Consecutive - all divisions)
April 22	Good Friday (University closed)
April 26	Internship begins (Consecutive)
April 29	Grades for 2010 Winter Session and Consecutive full-year courses to be submitted to the Registrar's Office
April 29	Concurrent Teacher Education Program Year 4 (Professional Session) classes end
May 23	Victoria Day (University closed)
May 26	Internship ends (Consecutive)
May 27	In-faculty Internship Day (Consecutive)
May 27	Winter Session ends
June 8	Grades for the 2010-11 academic year available on ROSI (via SWS)
June TBA	Spring Convocation (see **www.convocation.utoronto.ca**)

OISE Administrative Officers (Partial List)

Dean's Office

Julia O'Sullivan, Ph.D. (Western)
Dean

Glen A. Jones, Ph.D. (Toronto)
Associate Dean, Academic

Normand Labrie, Ph.D. (Laval)
Associate Dean, Research and Graduate Studies

Mark Evans, Ph.D. (York, UK)
Associate Dean, Teacher Education

Bachelor of Education/Diploma in Technological Education Programs

Kathryn Broad, Ph.D. (Toronto)
Executive Director, Initial Teacher Education

David Montemurro, M.A. (York University)
Secondary Program Director

Leslie Stewart Rose, Ed.D. (Toronto)
Elementary Program Director

Sara McKitrick, M.Ed. (Toronto)
Technological Education Program Coordinator

Antoinette Gagné, Ph.D. (Toronto)
Concurrent Teacher Education Program Director

Paul Kelly, M.A. (Niagara)
Concurrent Teacher Education Program Partnership Co-coordinator

John Smith, M.Ed. (Toronto)
Concurrent Teacher Education Program Partnership Co-coordinator

Department Chairs

Jeanne Watson, Ph.D. (York)
Adult Education and Counselling Psychology (AECP)

Douglas McDougall, Ed.D. (Toronto)
Curriculum, Teaching and Learning (CTL)

Esther Geva, Ph.D. (Toronto)
Human Development and Applied Psychology (HDAP)

Rinaldo Walcott, Ph.D. (Toronto)
Sociology and Equity Studies in Education (SESE)

Eric Bredo, Ph.D. (Stanford)
Theory and Policy Studies in Education (TPS)

Department Associate Chairs

Nancy Jackson, Ph.D. (UBC)
Adult Education and Counselling Psychology (AECP)

James G. Hewitt, Ph.D. (Toronto)
Curriculum, Teaching and Learning (CTL)

Clare Brett, Ph.D. (Toronto)
Curriculum, Teaching and Learning (CTL)

Earl Woodruff, Ph.D. (Toronto)
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D. (Toronto)
Sociology and Equity Studies in Education (SESE)

Blair Mascall, Ph.D. (Toronto)
Theory and Policy Studies in Education (TPS)

Library/Education Commons

Laurie Harrison, M.Ed. (Toronto)
Director, Information Technology

Julie Hannaford, M.I.St. (Toronto)
Director, Information Resources and Services

Rouben Tchakhmakhtchian
Manager, Systems and Client Services

Librarians

Marian Press, M.A., M.L.S. (Toronto)

Patricia Serafini, M.L.S. (UWO)

Stephanie Swift, M.L.S. (Western Ontario)

Registrar's Office

Don MacMillan, M.D.E. (Athabasca)
Registrar

Initial Teacher Education

G. Ian M. MacLeod, M.A. (Toronto)
Assistant Registrar, Admissions

Bill Rankovic, B.A. (York)
Assistant Registrar, Registration and Records

Graduate Studies

Kim Holman, B.A. (Trent)
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration and Records

School-University Partnerships Office (SUPO) and Student Services

Eleanor Gower, B.A. (Toronto)
Interim Director

Caroline Chassels, M.Ed. (Toronto)
Supervisor, Student Services

Anne Marie Chudleigh, M.Ed. (Toronto)
Practicum Coordinator, Elementary; Academic Internship Coordinator

Cathi Gibson-Gates, M.L.S. (Toronto)
Practicum Coordinator, Secondary

Amy Lobo
Coordinator, Teacher Employment Preparation Centre

Dean's Advisory Board

Gerry Connelly
Co-Director, Sustainability and Education Academy, York University; Co-Chair, Minister's Working Group on Elementary Curriculum

Philip M. Dewan
Principal, Counsel Public Affairs Inc.

Joan M. Green
President, Joan M. Green and Associates; Co-Chair of the Ontario Education Research Panel, Director, Learning through Literacy

Frank Kelly
Executive Director, Council of Ontario Directors of Education

Penny Milton
Chief Executive Officer, Canadian Education Association

Ken Norrie
Vice-President, Research, Higher Education Quality Council of Ontario

Anne Sado
President, George Brown College of Applied Arts and Technology

Raymond Théberge
Assistant Deputy Minister, French Language, Aboriginal Learning and Research Division, Ministry of Education and Ministry of Training, Colleges and Universities

Carolyn Tuohy
Professor Emeritus, Department of Political Science and Senior Fellow, School of Public Policy and Governance, University of Toronto

Michael Valpy
The Globe and Mail

Officers of the University

For a list of the Officers of the University please visit:
http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=3894

Mission, History and Vision of OISE

Mission

OISE is committed to the study and improvement of education in the context of broad social issues, with an understanding that learning is a life-long activity. Its mission emphasizes excellence and equity and involves collaboration with others to address a wide array of intellectual issues and educational questions. It draws upon the insights of many academic disciplines and professional perspectives. OISE is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

In brief, OISE is committed to creating a dynamic synergy among research, teacher education and graduate programs in order to improve teaching and learning in the many contexts where it occurs.

History

In 1906, following the recommendation of the Royal Commission on the University of Toronto that the education of teachers "is best performed where theory and practice can be made to supplement each other," a Faculty of Education was established at the University of Toronto. The first class of 215 students entered the faculty in 1907 to take courses in pedagogy at the elementary and secondary school level. The staff consisted of 2 full time academic staff, two full time sessional appointees, forty-three part time appointees, as well as one clerical "helper" and her three occasional assistants.

The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory to improve the practical and experimental aspects of its program. In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education became the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, "OCE" was the sole institution in the province preparing secondary school teachers and it was directly funded and controlled by the Ministry of Education. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies,

research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. It is organized into five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education.

In response to a recommendation from the Royal Commission on Learning "that the consecutive program for teacher education be extended to two years," and an endorsation of this recommendation by the Ministry of Education and Training, OISE developed an M.T. program which began in 1996. In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

Today OISE is one of the largest faculties at the University and one of the largest faculties of education in North America. OISE enrols more than 1,400 students in its undergraduate initial teacher education programs, and its five departments offer twelve graduate and two OISE-based graduate collaborative programs that enrol over 2,000 students. In addition, OISE's Continuing Education unit offers professional development programming to over 7,500 students, who enrol in Additional Qualifications (AQ) courses accredited by the Ontario College of Teachers.

Vision

OISE strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Deans of OISE of the University of Toronto

M.G. Fullan	1996 - 2003
J.S. Gaskell	2003 - 2010
Julia O'Sullivan	2010 -

Summary of Programs Offered by OISE

OISE offers teacher education at several levels. These are summarized below. This Calendar pertains to the Concurrent Teacher Education Program, the Consecutive Bachelor of Education, and the Diploma in Technological Education. Information regarding the Additional Qualification Courses for Educators and the Graduate Studies programs can be obtained from the addresses listed herein.

Initial Teacher Education Programs

Initial teacher education (ITE) programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. These programs lead to the **Ontario Teachers' Certificate of Qualification** (O.T.C. of Q.).

Concurrent Teacher Education Program

Two concentrations are offered:
- ✦ Primary/Junior
- ✦ Intermediate/Senior

Consecutive Bachelor of Education Degree

Four concentrations are offered:
- ✦ Primary/Junior
- ✦ Junior/Intermediate
- ✦ Intermediate/Senior
- ✦ Technological Education

Diploma in Technological Education

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions. (See also page 50 regarding the B.Ed. degree.)

Master of Arts in Child Study and Education

Two focused areas of study are offered in this Primary/Junior ITE program:
- ✦ Early Childhood Education
- ✦ Special Education

Master of Teaching in Elementary and Secondary Education

Three concentrations are offered:
- ✦ Primary/Junior Education
- ✦ Junior/Intermediate Education
- ✦ Intermediate/Senior Education

Additional Qualification Courses for Educators

Additional Qualification Courses for Educators offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ontario College of Teachers for holders of the **Ontario Teachers' Certificate of Qualification** and Certificate of Registration.

Teachers who have received their teacher education outside of Ontario, who have been directed by the Ontario College of Teachers to take professional courses may apply for admission to Basic Divisional Qualification courses or basic level Technological Education courses only. Such candidates must first attend an orientation/information session at OISE and are required to submit evidence of an acceptable level of proficiency in oral and written English.

For application information and forms, visit the Continuing Education Office website:
http://conted.oise.utoronto.ca/

If you require further information, contact:
Continuing Education Office
252 Bloor Street West, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-978-2474
Telephone: 1-800-443-7612
Fax: 416-926-4732
E-mail: aq@oise.utoronto.ca

Graduate Studies in Education

Graduate programs leading to M.Ed., M.A., M.T., Ed.D. and Ph.D. degrees are offered through OISE's five departments:

- ✦ Adult Education and Counselling Psychology (AECP)
- ✦ Curriculum, Teaching and Learning (CTL)
- ✦ Human Development and Applied Psychology (HDAP)
- ✦ Sociology and Equity Studies in Education (SESE)
- ✦ Theory & Policy Studies in Education (TPS)

With the exception of the M.A. in Child Study and Education and the Master of Teaching in Elementary and Secondary Education (see also page 64), graduate degrees in education at OISE do not carry Ontario teacher certification.

For application and admission inquiries, visit the Registrar's Office website:
www.oise.utoronto.ca/ro

If you require further information, contact:
OISE Registrar's Office
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada M5S 1V6
Telephone: 416-978-1682
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

Certificate Programs

Certificate in Adult Education

This Certificate is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.

Further information on specialized areas within the program is available from:

- Anne Goodman, Director, Community Healing & Peacebuilding
  E-mail: anne.goodman@utoronto.ca
  Website: aecp.oise.utoronto.ca/cert/peacebuilding/index.html
- Jennifer Sumner, Director, Adult Education and Sustainability Development
  E-mail: jennifer.sumner@utoronto.ca
  Website: aecp.oise.utoronto.ca/cert/sustainability/index.html

Certificate in Adult Training and Development

This Certificate is designed for trainers, facilitators, leaders and managers who want to facilitate the learning of others. The program of study consists of the following five modules and a practicum - Understanding the Adult Learner, Needs Assessment, Instructional Design, Presentation Design and Delivery, Facilitation Skills.

Further information is available from:
E-mail: adult.training@utoronto.ca
Telephone: 416-978-0819
Website: www.oise.utoronto.ca/training

Certificate in Cognitive Behavioral Therapy

The certificate is a collaborative program between the Counselling Psychology Program and Hincks/Dellcrest. The certificate is open to individuals who have at least a master's degree in a mental health related area, who are a member of a registered health profession such as doctors, psychologists, nurses, or occupational therapists or students who are in the process of completing studies leading to at least a master's degree in mental health related area or a registered health profession. The certificate is for individuals who want to attain a strong level of competence in Cognitive Behavioral Therapy. The Certificate in Cognitive Behavioral Therapy is awarded upon completion of the program including the successful completion of any written assignments that are required.

Further information is available from:
Nina Josefowitz
E-mail: njosefowitz@aol.com
Website: www.hincksdellcrest.org/gai-cit/index.html

Certificate in Leadership Coaching

This Certificate is designed to educate men and women who have or wish to become coaches or improve their coaching of leaders in organizations; and/or who want to practice coaching as an aspect of being an organizational leader, manager or supervisor.

Further information is available from:
E-mail: contactclc@adler.ca
Website: aecp.oise.utoronto.ca/cert/leadership-coaching.html

Certificate in Leadership in Higher Education

This Certificate is designed to meet the professional development needs of individuals aspiring to be, or currently in, leadership roles in colleges and universities. The program is operated entirely through the Higher Education Program, in the Department of Theory & Policy Studies.

Further information is available from:
Dr. Katharine Janzen
Telephone: 416-978-1232
E-mail: katharine.janzen@utoronto.ca

Certificate in School Management

This Certificate serves the professional development needs of school business officials and other educational administrators who desire further study in school administration. The program is operated entirely through the Educational Administration Program, in the Department of Theory & Policy Studies.

Further information is available from:
Marion Morgan, Liaison Officer
Telephone: 416-978-1203
E-mail: marion.morgan@utoronto.ca

Laboratory School

The Institute of Child Study (ICS)

The Institute of Child Study (ICS) operates a laboratory school which is a day school for children 3 to 12 years of age. It serves as a resource for students in the M.A. in Child Study and Education program and for research activities.

Further information is available at the ICS website: www.oise.utoronto.ca/ICS

Or from:
The Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone: 416-934-4525
Fax: 416-978-6485
E-mail: vanessa.dane@utoronto.ca

Concurrent Teacher Education Program (CTEP)

✦ Primary/Junior (P/J)

✦ Intermediate/Senior (I/S)

In addition to the one-year consecutive Bachelor of Education program, a collaborative Concurrent Teacher Education Program (CTEP) is offered. It is an option for high school graduates and first year university students who are interested in a career in teaching. The program has been designed as a full-time program that can be completed in five years. The program expands teacher education across the three University of Toronto campuses. Offering CTEP in partnership with OISE are the following Colleges and Faculties:

- **University of Toronto Scarborough (UTSC)**
  Website: www.utsc.utoronto.ca/~ctep/
- **University of Toronto Mississauga (UTM)**
  Website: www.utm.utoronto.ca/index.php?id=12232
- **Faculty of Music (MUS)**
  Website: www.music.utoronto.ca/students/current/undergrad.htm
- **Faculty of Physical Education and Health (PHE)**
  Website: www.physical.utoronto.ca/faculty_research/undergrad/program_features.php
- **St. Michael's College (SMC)**
  Website: www.utoronto.ca/stmikes/concurrent/
- **Victoria College (VIC)**
  Website: www.vicu.utoronto.ca/vic/ctep.htm

CTEP leads to two, concurrently earned, undergraduate degrees. At the end of their course of study, graduates from the Concurrent Program will have earned two degrees: a Bachelor of Education (B.Ed.), and one of the following:

- Honours Bachelor of Arts (H.B.A.)
- Honours Bachelor of Science (H.B.Sc.)
- Bachelor of Music (B.Mus.)
- Bachelor of Physical and Health Education (B.P.H.E.)

Successful CTEP candidates will also be recommended for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

For candidates admitted directly from high school, the program is 5 years full-time. For candidates admitted after completing one full year of undergraduate study (minimum of 4.0 course credits) at the University of Toronto or another university, the program is typically 4 years full-time.

The Concurrent Teacher Education Program has been designed as a full-time program. Students taking longer to complete the program could incur additional expense and may encounter difficulty in scheduling some courses.

For detailed program descriptions and application information, please consult the calendars of the respective Colleges and Faculties.

Ontario Teachers' Certificate of Qualification (OTC of Q)

Candidates who are Canadian citizens or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements and Documentation

CTEP candidates must apply for admission to one of the CTEP Partners listed above and must meet the admission requirements of the undergraduate College or Faculty in which they are interested. They must also meet minimum standards for admission to the Concurrent Teacher Education Program, which include evidence of suitable experiences as identified in an applicant profile and evidence of an appropriate academic average – i.e. applicants must meet both the minimum standards of admissions for the U of T unit of their choice and CTEP.

For additional information regarding admissions, program and graduation requirements please visit the CTEP website www.ctep.utoronto.ca or the website of the respective undergraduate College or Faculty.

NOTES:

1) Yearly criminal record screening is required for completion of the Concurrent Teacher Education Program and for certification by the Ontario College of Teachers. Without a satisfactory criminal record report the schools will not allow teacher education candidates to participate in practice teaching and field placements. Teacher candidates must therefore be aware that failure to obtain a satisfactory criminal record check could jeopardize their ability to complete the requirements of their degree at OISE. See page 3 for details.

2) Each candidate in Year 5 of CTEP will be required to submit to the OISE Registrar's Office the following, in preparation for graduation from CTEP and recommendation to the OCT for the O.T.C. of Q.

i) A photocopy of an official certificate of birth, or current passport, or other acceptable proof of the date and place of birth.

ii) In the case of a person who was not born in Canada, proof of the basis upon which the person is present in Canada, in the form of a photocopy of a Canadian citizenship document (both sides), a Landed Immigrant document, a Student Visa document, or Refugee documents.

iii) Legal documentation to substantiate a change of name from that shown in (i) above.

3) Applicants who select French and/or an International Language (German, Italian or Spanish) as teaching subjects must satisfy one of the following:

i) Achieve a score of 75 or more in each section of the OISE Proficiency Test in French and International Languages. There is a fee for this test, and it must have been taken within 3 years of the date of application to OISE.

OR

ii) The applicant's mother tongue or first language is the target language (i.e., the language learned in the home as a child is French or German or Italian or Spanish, depending on which teaching subject you have selected) AND, they have studied full-time for at least three years (or equivalent in part-time studies) in a degree-level program at an institution where the language of instruction and examination was the target language and which was located in a country where the dominant language is the target language.

Concurrent Teacher Education Program Information

Teaching Levels and Areas of Study

Primary/Junior (P/J)

Preparation for elementary school teaching is at the Primary/Junior (P/J) level, and spans Kindergarten to Grade 6. Elementary school teachers are responsible for teaching many subjects, including Literacy, Mathematics, Music, Drama, Science, etc.

- Primary/Junior candidates at U of T Scarborough must choose one of: a major in Mathematics, Chemistry, Physics, or a Specialist in French, within their undergraduate degree, to participate in CTEP.

- Candidates interested in applying to the Victoria College Primary/Junior Program in Year 2, are encouraged to enroll in the Ryerson Stream of the Vic One Program in Year 1 of their B.A. or B.Sc. degree.

- Candidates interested in applying to the UTM Primary/Junior program must also enroll in a Psychology Major or Specialist or the Exceptionality in Human Learning (EHL) Major or Specialist Programs.

Intermediate/Senior (I/S)

Preparation for secondary school teaching is at the Intermediate/Senior (I/S) level, and spans Grades 7-12. Candidates are required to specialize in two areas. During the course of their subject degree (H.B.A., H.B.Sc., B.Mus., or B.P.H.E.) candidates must take courses that meet the prerequisite conditions and will allow them to take the courses that will certify them to teach two subjects at the Intermediate/Senior level.

Every CTEP candidate must select one Anchor Subject, linked to a particular campus, faculty or college. This Anchor Subject becomes their main area of study in their undergraduate program.

Each CTEP partner offers different Anchor Subjects:

UTM	Chemistry, French, Mathematics
UTSC	Chemistry, French, Mathematics, Physics
PHE	Health and Physical Education
MUS	Music Instrumental, Music Vocal
SMC	Religious Education

Curriculum and Instruction (C & I)

CTEP candidates intending to teach in secondary schools must select another teaching subject from the list below and accumulate the proper number of courses to be allowed to teach the particular subject which, depending upon the CTEP partner unit, currently include:

Business Studies - Accounting
Business Studies - Information and Communication Technology
Business Studies - General
Dramatic Arts
Economics
English
Family Studies
French as a Second Language
Geography
Health and Physical Education
History
International Languages - German
International Languages - Italian
International Languages - Spanish
International Languages - Other
Mathematics
Music - Instrumental
Music - Vocal
Politics
Religious Education
Science - Biology
Science - Chemistry
Science - General
Science - Physics
Social Sciences - General
Visual Arts

NOTES:

1) Changes in regulations by the Ontario College of Teachers or the Ministry of Education and Training may impact the course offerings.

2) Candidates may select only one of Music-Instrumental or Music-Vocal.

Program Components

Program Requirements

The courses and field experiences related to the B.Ed. component of the Concurrent Teacher Education Program are normally completed in a particular sequence from Year 3 to 5 except in exceptional circumstances.

Pre or co-requisites for Year 3 B.Ed. courses are unit level courses satisfying the requirements for:

- Child and Adolescent Development in Education
- Equity and Diversity in Education
- Communication and Conflict Resolution

Please see the respective College or Faculty for relevant course titles. If requiring more than one co-requisite, contact the Concurrent Teacher Education Program office at: ctep@utoronto.ca

The CTEP e-Portfolio

Over the course of the B.Ed. program, CTEP candidates are required to develop an electronic portfolio, which is a performance assessment tool that requires them to provide evidence of their learning and reflection through the analysis of a variety of artifacts. The CTEP e-Portfolio is a purposeful and careful documentation of candidates' growth as developing teachers over the course of the program.

Required B.Ed. Course Credits

The Concurrent Bachelor of Education degree (B.Ed.) requires completion of 5.0 full credits as shown below.

Year 3

1) Principles of Teaching (Course Weight 0.5)
2) Inclusive Education (Course Weight 0.5) (includes 12 - 20 hours of field experience focused upon observation and tutoring)

NOTE: The two Year 3 B.Ed. courses, Principles of Teaching and Inclusive Education are prerequisites for all Year 4 and 5 B.Ed. courses.

Year 4 (Professional Session)

1) Psychological Foundations of Learning EDU460H1 (Course Weight 0.5)
2) Social Foundations of Teaching and Schooling EDU470H1 (Course Weight 0.5)
3) Mentored Inquiry and Teaching 1 – Reflective Practice EDU480H1 (Course Weight 0.25)

4) P/J Curriculum, Instruction and Assessment 1 (Course Weight 1.0)
OR
I/S Curriculum, Instruction and Assessment (Course Weight 1.0) Anchor Subject
5) Practicum 1 – EDU490H1 (Course Weight 0.25)

NOTES:

1) A student's year in the program is calculated not by the length of time in the program, but rather by the number of courses/credits accrued in line with the regulations in their home unit (for details please consult the Registrar's Office in your unit).

2) Intermediate-Senior candidates should make every effort to complete the prerequisite courses for their curriculum, instruction and assessment anchor subject prior to starting the professional semester of Year 4.
See **ctep.utoronto.ca** for a detailed list of prerequisites for each I/S teaching subject

Year 5

1) P/J Curriculum, Instruction and Assessment 2 (Course Weight 1.0)
OR
I/S Curriculum, Instruction and Assessment Second Teaching Subject (Course Weight 1.0)
2) Mentored Inquiry and Teaching 2 – Professional Learning EDU580H1 (Course Weight 0.25)
3) Practicum 2 – EDU590H1 (Course Weight 0.25)

NOTES:

1) Only the equivalent of one full prerequisite course can be taken as a co-requisite for I/S Curriculum, Instruction and Assessment courses. See ctep.utoronto.ca for a detailed list of prerequisites for each I/S teaching subject.

2) Candidates undertaking qualifications to teach a second language are required to complete an assessment of proficiency in that language prior to graduation. See ctep.utoronto.ca for information regarding testing schedules and supports.

3) B.Ed. course credits accumulated in Years 3 to 5 of CTEP cannot be counted in the future towards an OISE consecutive B.Ed. Degree or an undergraduate degree.

4) Normally a candidate will have only the equivalent of one full one prerequisite course to complete during Year 5 which can be taken as a co-requisite for I/S Curriculum, Instruction and Assessment courses.
See **ctep.utoronto.ca** for a detailed list of prerequisites for each I/S teaching subject.

Course Descriptions

Inclusive Education (Course Weight 0.5)
This course provides a foundation in inclusive curriculum and pedagogical practices for diverse learners, students with exceptionalities and students for whom English is an additional language. This course includes a field experience involving observation and tutoring of an exceptional learner or an English language learner.

Principles of Teaching: Legal, Ethical and Professional (Course Weight 0.5)
This course builds understanding of teaching as a professional practice. The course will primarily focus on the research base underlying policies and documents such as the Foundations of Professional Practice. This course is linked to an online module of School Law.

Curriculum, Instruction and Assessment Courses

Primary/Junior – Curriculum, Instruction and Assessment I EDU450H1 (Course Weight 1.0)
This curriculum studies course prepares teacher candidates to become elementary teachers (K - Grade 6) by guiding them to examine theories of curriculum, instruction and assessment as related to subject studies and student learning. Candidates will explore how understandings of their students and their own life histories can influence their pedagogic practice and decision-making. Topics include a review of subject knowledge, models of teaching and learning, and methods of program organization. Ontario Ministry of Education curriculum policy documents and teacher resources will be reviewed for their applications to classroom programming. Consideration will be given to the process of curriculum integration to help teacher candidates plan lessons and units.

Intermediate/Senior – Curriculum, Instruction, and Assessment
The purpose of these courses is to prepare candidates for teaching subjects to students in secondary schools (Grades 7-12). The courses will begin with an examination of the important structures of the subject knowledge in their area of study. Candidates will explore curriculum planning and implementation; instructional and organizational classroom strategies; and assessment and evaluation appropriate to the school subject(s) focused on in the course. Ontario Ministry of Education curriculum policy documents and teacher resources will be reviewed for their possible applications to classroom use. Multiple models of teaching, based upon educational research literature, will be critically analyzed and discussed in order to ascertain effective approaches to teaching.

✦ **French as a Second Language Intermediate/ Senior EDU411H1Y (Course Weight 1.0)**

This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the Intermediate and Senior levels. We will focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; 3) electronic conferencing to support a collegial learning environment; 4) the creation of a professional portfolio. Candidates will be involved in reflective and active learning. This course is offered in French.

Prerequisites: Five full university courses of French and demonstrated proficiency in the language.

✦ **Health and Physical Education Intermediate/ Senior EDU425H1 (Course Weight 1.0)**

This course of study prepares future teachers to design and deliver contemporary Intermediate/Senior level (Grades 7-12) health and physical education programs. Teacher candidates will experience effective methods to teach movement patterns, motor skills, and team concepts so that their students will enjoy success in physical activities throughout their lifetime. They will learn to deliver active living health concepts through various teaching methods so their future students will develop better decision-making abilities with regard to their own health. Candidates will understand and employ various teaching approaches, which acknowledge both the unique growth of individual students and also the sequential stages of learning. Candidates will also explore, practice, and evaluate safe action while teaching, coaching, and supervising physical and health education activities.

Prerequisites: Four full university courses in Physical and Health Education.

✦ **Music-Instrumental Intermediate/Senior EDU423H1 (Course Weight 1.0)**

Prerequisites: Four full university courses in Instrumental Music

OR

✦ **Music-Vocal Intermediate/Senior EDU424H1 (Course Weight 1.0)**

Prerequisites: Four full university courses in Music

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in Grades 7-12. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

✦ **Mathematics Intermediate/Senior EDU422H1 (Course Weight 1.0)**

A consideration of mathematics education at the Intermediate and Senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.

Prerequisites: Four full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or postsecondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

✦ **Religious Education Intermediate/Senior EDU428H1 (Course Weight 1.0)**

Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education. Candidates enrolled in this course can be expected to do one practicum in a Roman Catholic secondary school setting.

Prerequisites: Five full university courses in Theology or Religious Studies.

✦ **Science - Chemistry Intermediate/Senior EDU448H1 (Course Weight 1.0)**

Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Chemistry), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning

environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Chemistry.

✦ Science - Physics Intermediate/Senior EDU449H1 (Course Weight 1.0)

Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Physics.

Mentored Inquiry in Teaching I – Reflective Practice EDU480H1 (Course Weight 0.25)

This course draws upon and integrates foundational and curriculum theory and field-based learning. This course is designed to prepare new teachers to make connections between theory and practice by linking course work and field experiences. Teacher candidates will observe and develop understanding about classrooms, schools and communities. They will begin to develop a sense of professional identity and collegial working relationships in the context of a field placement. Through inquiry, teacher candidates will engage in reflective practice related to issues and challenges, problem-solving and questioning of assumptions about teaching and learning from a range of educational perspectives. This course will include an in-class component as well as MIT field experience days and will be linked to the e-Portfolio.

This course is taken during the Professional Semester of Year 4 in the Concurrent Program. This course will provide an introduction to and an opportunity for inquiry into a particular school context, organization and setting. Teacher candidates will reflect upon observations and inquiry-based activities both individually and with colleagues.

Practicum – 1 EDU490H1 (Course Weight 0.25)

Practicum – 2 EDU590H1 (Course Weight 0.25)

The practicum consists of two main components:
i) orientation to schools, communities and systems and ii) opportunities for classroom practice related to the candidate's specific program. Teacher candidates in Year 4 are assigned to a 7 week (30 - 35 day) practicum session (Practicum – 1 EDU490H1) during the second semester in schools or other settings approved by the Ontario College of Teachers. In Year 5, teacher candidates are assigned to a 4 week (20 day) practicum session (Practicum- 2 EDU590H1) during the months of April - May in a similar setting. The candidates will engage in a minimum of forty days of combined observation and practice as required by the OCT. This does not include the field experiences candidates are involved in throughout their program.

Psychological Foundations of Learning EDU460H1 (Course Weight 0.5)

This course builds on and extends the introductory Psychology course on Child and Adolescent Development. It delves more deeply into how development influences learning and also examines general issues related to how students learn. In recent years several important evidence-based principles have emerged about the nature of learning. For example, we know that learning is a constructive rather than a receptive process, that the structure and organization of knowledge profoundly impact our thinking, that self-regulation of cognition are important characteristics of effective learning, that motivation and beliefs direct learning, that social interaction and discourse play an important role in cognitive development, and that to develop competence, a deep foundation of knowledge is needed. We also know that individuals learn differently. How well a teacher understands and appreciates the psychological factors that influence student learning, student motivation, and the learning environment plays an important role in effective teaching practice. There will be a strong emphasis on "application", with students being encouraged to think critically about learning as they connect course content to both in-class case studies and facets of actual teacher practice observed in their practicum.

Social Foundations of Teaching and Schooling
EDU470H1 (Course Weight 0.5)
This course builds on issues introduced in the prerequisite Equity and diversity in Education course by helping new teachers understand how they can support diverse students' learning in classroom, school and school system settings. The course helps teacher candidates develop understandings of opportunities for teacher development in school settings; family, community and peer characteristics that shape students' experiences of schooling; classroom social dynamics and teachers' curricular and pedagogical choices; program and school organization, and how teachers can work effectively with other teachers and administrators; as well as how educational policies shape the conditions of teaching and learning. Course participants will develop observational skills in order to understand and intervene successfully in classroom, school and policy/system dynamics. By linking with the Practicum in the professional semester, the course allows students to observe, experiment with and reflect upon actual teaching experiences and to connect those observations and experiences to larger debates in the educational literature about the goals, purposes, and limitations of schooling.

Grading Practices - Concurrent Bachelor of Education Program - EDU Courses

NOTE: CTEP candidates must consult the respective College or Faculty in which they are registered for information on the relevant grading practices for their other (non-EDU) CTEP courses. Some of the non-EDU courses are required to satisfy pre/co-requisite requirements for EDU courses.

For continuation in CTEP toward the eventual granting of two degrees, candidates must meet the requirements of their respective units as well as requirements regarding prerequisite courses and the final Cumulative Grade Point Average (CGPA) required for and within the B.Ed. degree.

CTEP candidates' academic standing will be assessed by OISE once they have completed 3.5 B.Ed. credits at the end of year 4. At the end of year 4 any CTEP candidate with a CGPA of 2.3 in EDU courses or less will be subject to review by the Dean's Review Committee. Failure of any B.Ed. course or the Practicum will be subject to review. At the end of Year 5 the required CGPA of 2.5 is calculated using the best 15 full course equivalents of the undergraduate degree. If CTEP candidates are required to withdraw from the program, no credits for any courses taken as part of CTEP will be applied to the OISE Consecutive B.Ed. program in the future.

A. Evaluation Procedures – Teacher Education Courses

1) During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   i) A list of all assignments, with due dates
   ii) The weighting factor or percentage allotment for each course requirement
   iii) Statement on the procedure used to determine final grades
   iv) A description of the format and nature of the final examination (where applicable).

2) After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the CTEP candidates enrolled in the course. Any change shall be reported to the Dean (or designate).

3) Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to CTEP candidates with time for its discussion.

4) CTEP candidate performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5) For each course at least one piece of term work which is a part of the evaluation of a CTEP candidate's performance, whether essay, lab report, review, etc., shall be returned to the CTEP candidate prior to the last date for withdrawal from the course without academic penalty.

6) Grades, as an expression of the instructor's best judgment of each CTEP candidate's overall performance in a course, will not be determined by any system of quotas.

7) All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE has the final responsibility for assigning the official course grade.

B. Evaluation Procedures – Practicum

The evaluation of CTEP candidate performance in the Practicum will include the following:

1) A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of CTEP candidates and the appeal mechanisms available. This statement will be available to all CTEP candidates before the beginning of the first Practicum session.

2) Formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the CTEP candidate.

3) Written documentation of the summative (final) evaluation of the Practicum session.

C. Conditions for Final Standing in the Concurrent B.Ed. Program

CTEP candidates will be evaluated on all components of the B.Ed. Program:

- Curriculum, Instruction and Assessment
- Inclusive Education
- Mentored Inquiry in Teaching (MIT)
- Principles of Teaching: Legal, Ethical and Professional
- Psychological Foundations of Learning
- Social Foundations of Teaching and Schooling
- The Practicum

1) Grades in the Curriculum Instruction and Assessment subjects, Mentored Inquiry in Teaching, Principles of Teaching, Inclusive Education, Psychological Foundations of Learning and Social Foundations of Teaching and Schooling will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

2) Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the Candidate's grade report and transcript, however, a final Pass grade will be recorded as Credit (CR) and final Fail grade will be recorded as No Credit (NCR).

3) The relationship among the grade meanings, the refined letter grade scale, the grade point value and the scale of numerical marks for all components of the program, excluding the Practicum, is as follows:

i) Grade Scale for Courses

Grade Meaning	Refined Letter Grade	Grade Point Value	Scale of Numerical Marks
	A+	4.0	90 - 100%
Excellent	A	4.0	85 - 89%
	A-	3.7	80 - 84%
	B+	3.3	77 - 79%
Good	B	3.0	73 - 76%
	B-	2.7	70 - 72%
	C+	2.3	67 - 69%
Adequate	C	2.0	63 - 66%
	C-	1.7	60 - 62%
	D+	1.3	57 - 59%
Marginal	D	1.0	53 - 56%
	D-	0.7	50 - 52%
Inadequate	F	0.0	0 - 49%

ii) Grade Scale for the Practicum

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

4) To be recommended for the Bachelor of Education Degree and the Certificate of Qualifications (OTC of Q), a Concurrent Education Candidate must attain:

i) A minimum of a **D-** grade in each course in the following components of the program:
- Curriculum, Instruction and Assessment
- Inclusive Education
- Mentored Inquiry in Teaching (MIT)
- Principles of Teaching: Legal, Ethical and Professional
- Psychological Foundations of Learning
- Social Foundations of Teaching and Schooling

ii) A minimum of an overall **C+ average (2.3 CGPA)** in six components:
- Curriculum, Instruction and Assessment
- Inclusive Education
- Mentored Inquiry in Teaching (MIT)
- Principles of Teaching: Legal, Ethical and Professional
- Psychological Foundations of Learning
- Social Foundations of Teaching and Schooling

iii) A minimum overall average of B- (2.5 GPA) in the best 15 FCE taken as part of B.A., B.Sc., B.Mus., and B.P.H.E. Degrees.

The overall average will take into account course weights.

iv) A Credit **(CR)** in the Practicum
v) Successful completion of the e-Portfolio requirement

D. Supplemental Privileges

1) Academic Courses

i) CTEP candidates not satisfying the Conditions for Final Standing in academic B.Ed. courses may be granted no more than two supplemental privileges by the OISE Dean's Review Committee.
ii) A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the OISE Dean's Review Committee.
iii) The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the CTEP candidate's final grade in that course.
iv) No CTEP candidate will be permitted to take more than twice any final examination, or part thereof, except by permission of the Appeals Committee of the OISE Faculty Council.

2) Practicum

There are two scheduled Practicum sessions. A CTEP candidate must receive a pass in each of the two scheduled Practicum sessions as designated on each summative evaluation. A CTEP candidate who fails the first or second scheduled Practicum will be granted supplemental privileges to complete additional Practica, subject to review and approval by the OISE Dean's Review Committee. Supplemental privileges will take place after a scheduled Practicum has been completed. Only two supplemental privileges will be granted for the Practicum courses. A CTEP candidate who fails both of the scheduled Practica and fails the first supplemental Practicum, will therefore receive a final grade of NCR (No Credit) for each of the Practicum courses and will neither be recommended for the Bachelor of Education degree nor for the Certificate of Qualification (Ontario College of Teachers).

E. Access to Examination Papers

i) Copies of final examination papers for the preceding academic year are available in the OISE Education Commons/Library. These are available for review by CTEP candidates upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.
ii) A CTEP candidate has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A CTEP candidate also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

F. Withdrawals

1) Withdrawal from EDU courses

Candidates wishing to withdraw from EDU courses should consult the OISE sessional dates for information about withdrawing without academic penalty.

NOTE: Withdrawal from courses may extend program completion time. Students taking longer than five years to complete the program could incur additional expenses and might experience difficulty scheduling the required sequence of courses.

2) Withdrawal from CTEP

A CTEP candidate may withdraw from the Concurrent Bachelor of Education program without academic penalty on or before March 31. Written notification to the Registrar of the unit is to be submitted before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the CTEP candidate's academic record. A CTEP candidate who withdraws without notifying their Registrar's Office, in writing, will be assigned a grade of F or NCR, as appropriate, in all Education courses. A CTEP candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Students who choose to, or are required to, withdraw from CTEP may be allowed to transfer to a non-CTEP degree program and any credit retained will be dependent on the policies of the home faculty. Note that no credit will be retained for any Bachelor of Education (EDU) courses. Not attending classes is not the same as withdrawing from the session. Candidates will be given a mark based on the course work submitted.

G. Conflict of Interest

Where the instructor or a CTEP candidate has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

H. Procedures in the Event of Disruptions

1) Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and
ii) CTEP candidates must be treated in a fair manner, recognizing their freedom of choice to university classes or not without penalty.

2) Procedures

a) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
b) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
c) Changes to the classroom procedures should, where possible, first be discussed with CTEP candidates prior to the class in which a vote of the CTEP candidates present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.
d) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes. The Dean (or designate) shall then make a decision.
e) Where classes are not able to convene, the instructor, with the prior approval of the Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.
f) CTEP candidates must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, CTEP candidates must be informed, at class, of any changes made during the disruption.
g) Where a declared disruption occurs in a specific course after the last date to drop courses for the academic term or session, students who do not wish to complete the course(s) during that term or session may, prior to the last day of classes, withdraw without academic penalty. Such students shall receive a full refund of the course tuition fee.
h) Where CTEP candidates have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.
i) A CTEP candidate who considers that a disruption has unreasonably affected his or her grade in a course may appeal the grade following the procedures as set out in each division. If the petition is approved, the student's original grade will be replaced by either an assessed grade or by a grade of CR/NCR, or as deemed appropriate in the particular circumstances.

3) Time to Completion

The Concurrent Teacher Education Program is designed as a full-time program to be completed within five years. In exceptional circumstances, granted by the Dean's Review Committee, students may have up to 5 years following the start of the B.Ed. components of the program, to complete the B.Ed. program requirements.

Appeal Procedures - Concurrent Bachelor of Education Program

A. Appeal of Academic Grades in EDU courses

A CTEP candidate may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1) A CTEP candidate may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The CTEP candidate will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the CTEP candidate with a written statement giving the rationale for granting or denying the appeal.

2) The CTEP candidate may appeal the decision of the instructor, in writing, to the Executive Director of Initial Teacher Education within two weeks of receiving the decision. The Executive Director of Initial Teacher Education will seek to arbitrate the dispute. If the matter cannot be settled, the Executive Director of Initial Teacher Education, in consultation, will review the case and submit to the CTEP candidate and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3) The CTEP candidate or instructor may, within two weeks of receipt, appeal the ruling of the Executive Director of Initial Teacher Education, through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the CTEP candidate, instructor and Executive Director of Initial Teacher Education. The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4) The CTEP candidate, the instructor or Executive Director of Initial Teacher Education may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

5) The CTEP candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

B. Appeal of Failures in Practice Teaching

A CTEP candidate may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), CTEP candidates should be aware of the regulations made under the Teaching Profession Act.

1) A CTEP candidate may appeal, in writing, the failure assigned by the associate teacher to the OISE Director of SUPO/SS within two weeks of receiving the report. The CTEP candidate will present to the Coordinator a written statement detailing the grounds of the appeal. The OISE Director of SUPO/SS will send, within three working days, a copy of the CTEP candidate's appeal to the associate teacher. The OISE Director of SUPO/SS, in consultation with the CTEP candidate, the associate teacher, the principal of the school, and the faculty instructor familiar with the CTEP candidate's performance, will review the case and submit a written statement to the CTEP candidate giving the rationale for granting or denying the appeal.

2) The CTEP candidate or the associate teacher may, within two weeks of receipt, appeal the decision of the OISE, Director of SUPO/SS through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the CTEP candidate, the associate teacher and the. OISE, Director of SUPO/SS. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3) The CTEP candidate, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may elect to appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

4) The CTEP candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations.

A CTEP candidate petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the CTEP candidate with a written statement giving the rationale for granting or denying the request.

Consecutive Bachelor of Education Program

- Primary/Junior (P/J)
- Junior/Intermediate (J/I)
- Intermediate/Senior (I/S)

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ontario College of Teachers for an **Ontario Teacher's Certificate of Qualification** (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements

Applicants must hold an approved degree from a post-secondary institution whose accreditation is acceptable to the University of Toronto, conferred not later than the Fall convocation in the year of registration at OISE. An approved degree must include at least 15 full-year courses (or equivalent) and no more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions; and contain no transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing. Applicants must also have met the English Language Proficiency Policy requirements (see pages 56 - 57 for details).

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Documentation

Each applicant must submit the following:

a) A completed Ontario Universities' Application Centre (OUAC) application along with the required application and service fees by the published deadline.

b) An official transcript of all degree credit courses completed to date of application.

c) Evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 56 - 57).

d) A completed OISE initial teacher education Applicant Profile.

Additional Information:

a) Documentation in a language other than English or French must be accompanied by an official translation. All applicants, especially those who are submitting academic documents from other countries, should be aware that assessment of academic standing by OISE is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessment of your academic background and will make its own evaluation for certification purposes.

b) Criminal record screening is required for completion of our program, and for certification by the Ontario College of Teachers. See page 3 for details.

c) Applicants who select French and/or an International Language (German, Italian or Spanish) as teaching subjects must satisfy one of the following:

i) Achieve a score of 75 or more in each section of the OISE Proficiency Test in French and International Languages. There is a fee for this test, and it must have been taken within 3 years of the date of application to OISE.

OR

ii) The applicant's mother tongue or first language is the target language (i.e., the language learned in the home as a child is French or German or Italian or Spanish, depending on which teaching subject you have selected) AND, they have studied full-time for at least three years (or equivalent in part-time studies) in a degree-level program at an institution where the language of instruction and examination was the target language and which was located in a country where the dominant language is the target language.

d) Each candidate admitted to the program will be required to submit the following:

i) A photocopy of an official certificate of birth, or current passport, or other acceptable proof of the date and place of birth.

ii) In the case of a person who was not born in Canada, proof of the basis upon which the person is present in Canada, in the form of a photocopy of a Canadian citizenship document (both sides), a Landed Immigrant document, a Student Visa document, Refugee documents, or a valid Canadian passport.

iii) Legal documentation to substantiate a change of name from that shown in (i) above.

Full details will accompany the offer of admission.

e) Candidates are required to clear any admissions conditions prior to the start of the program. Failure to do so could result in cancellation of the offer of admission.

For application information and forms, visit the Registrar's Office website:
www.oise.utoronto.ca/admissions

If you require further information, contact:
OISE Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-978-1848
E-mail: admissions@oise.utoronto.ca

Program of Study

The program consists of seven components (A-G below), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree and the **Ontario Teachers' Certificate of Qualification**.

In addition to the regular in-faculty program delivery, a variety of other program delivery options exists, which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

A) Curriculum and Instruction (C & I)

(Course Weight 2.0)

Candidates must select one of the following concentrations and the respective C & I course(s). Prerequisites, if any, are stated in the course descriptions.

Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 12)

✦ Primary/Junior (P/J)

The C & I component of this concentration is the course Primary/Junior Education EDU1420 which consists of broad-based methodology in several subject areas.

✦ Junior/Intermediate (J/I)

The C & I component of this concentration is comprised of two courses:

- Junior/Intermediate Education EDU1450, a broad-based methodology course (1.5)
- One Intermediate subject-specific methodology course from those listed below (0.5)

Dramatic Arts EDU1071
English EDU1101
French as a Second Language EDU1111
Geography EDU1441
Health and Physical Education EDU1251
History EDU1151
Mathematics EDU1221
Music - Instrumental EDU1231
Music - Vocal EDU1241
Science (General) EDU1301
Visual Arts EDU1011

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides opportunities to observe and work with Associate Teachers during weeks that are not part of the Practicum or Internship sessions. Depending on the option in which they are enrolled, candidates have different days or blocks of STEP. STEP days are forerunners to the Practicum sessions in that candidates are in a classroom for a series of STEP days preceding a Practicum session in the same classroom.

✦ Intermediate/Senior (I/S)

The C & I component of this concentration is comprised of two subject-specific methodology courses from those listed below (1.0 each).

NOTES:
1) Candidates select only one of Music - Instrumental, **OR** Music - Vocal.
2) Candidates select only one International Language.

Business Studies - Accounting EDU1340
Business Studies - General EDU1330
Business Studies - Information and Communication Technology EDU1350 *(not offered in 2010-11)*
Classical Studies - Latin EDU1200 *(not offered in 2010-11)*

Computer Studies EDU1040
Dramatic Arts EDU1070
Economics EDU1080
English EDU1100
Family Studies EDU1160
French as a Second Language EDU1110
Geography EDU1440
Health and Physical Education EDU1250
History EDU1150
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
International Languages - Other EDU1180 *(not offered in 2010-11)*
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Politics EDU1260
Religious Education EDU1280
Science - Biology EDU1470
Science - Chemistry EDU1480
Science - General EDU1300
Science - Physics EDU1490
Social Sciences - General EDU1270
Visual Arts EDU1010

B) Teacher Education Seminar
(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all candidates. It links the candidate's experiences across the program and emphasizes professional growth.

C) Psychological Foundations of Learning and Development (Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow candidates to pursue individual interests and deepen or broaden their knowledge and skills. One course from the following list is required.

A Survey of Children's Literature EDU5511
Actively Educating for Social & Economic Justice: Theory, Practice & Action EDU5502
Adapting and Differentiating Instruction for Students Experiencing Learning Difficulties in Inclusive Classrooms EDU5503
An Introduction to Second Language Acquisition Processes EDU5513
Anti-Racist Education Studies EDU5510
Arts in Urban Schools EDU5597
Big Questions: Philosophic Inquiry Across the Curriculum EDU5541
Comparative and International Education: Issues for Teachers EDU5594
Critical Literacies: Language Practices for Social Justice EDU5598
Design Thinking and Problem-Solving in the Classroom EDU5575
Disability Studies in Education: K to 12 EDU5507
Drama Strategies for Effective and Affective Teaching EDU5519
Emotional and Behavioural Problems in the Classroom EDU5572
Engaging Aboriginal Perspectives in Education EDU5528
Equitable Math Education EDU5509H
ESL Across the Curriculum EDU5524
Exploring Environmental & Sustainability Education EDU5508
French Grammar and Syntax for the French as a Second Language Classroom EDU5505
Gender Equity in Schools and Classrooms EDU5532
History is a Verb: Using Primary Documents in the History Classroom EDU5592
Holistic Teaching and Learning EDU5595
Issues in International & Global Education EDU5536
Managing Conflict in Classrooms and the School Workplace EDU5538
Models of Teaching: Enhancing Classroom Practice EDU5542
Multicultural and Diversity Counselling in Schools EDU5590
Perspectives on Muslim Education EDU5533
Preventing School Violence and Bullying: Theory, Practice, Evaluation & Implementation EDU5596
Reading/Literacy: Why and How to Assist Students Experiencing Difficulties in Grades 4-12 EDU5547
Science and Technology in Context EDU5517
Sexualities in Schooling: Approaches to Anti-Homophobia Education EDU5576
Silver Screen Teachers EDU5535
Stress and Burnout: Teacher and Student Applications EDU5593
Supporting Gifted and High-Level Development EDU5529

Teaching Asian Canada for K-12 Educators EDU5551
Teaching in French Immersion EDU5552
Technology, Curriculum & Instruction EDU5574
The Adolescent Brain: Implications for Instruction EDU5537
Youth Popular Culture and Schooling EDU5556

NOTE: The following courses are crosslisted with OISE graduate courses. Enrollment will consist of both Graduate students and Initial Teacher Education candidates. Initial Teacher Education candidates who select one of these courses to fulfill the Related Studies component will receive a credit towards the completion of the Bachelor of Education degree or the Diploma in Technological Education, **not** a credit towards a graduate degree. These courses will continue during the Practicum.

Evaluating Provincial Testing EDU5180
Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Math Anxiety EDU5146
Indigenous Healing in Counseling and Psychoeducation EDU5127
Identity Construction and Education of Minority EDU5169
Immigration and the History of Canadian Education EDU5128
Integrating Science, Mathematics and Technology Curricula (on-line) EDU5174
Language, Culture & Identity: Using the Literary Text for Teacher Development EDU5179
Religion and Social Movements in the History of North American Education EDU5148H
Spirituality in Education EDU5167H

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Locations of Practicum Assignments

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Simcoe Muskoka Catholic School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. Practicum placements for Intermediate/Senior and Technological Education candidates will be in secondary schools. All Practicum placements are made by OISE. Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight Not Applicable)

The Internship is the culminating field experience and is required of all candidates. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTES:

1) Courses are listed in alphabetical order by course title.
2) All courses have a course weight of 0.5 unless otherwise noted.

A Survey of Children's Literature EDU5511

This course is designed to acquaint teacher candidates with a wide variety of significant children's literature and with the authors and illustrators who create them. It will also assist teacher candidates in developing the ability to make informed choices, taking into account the age, ability and interests of the children, and to enhance teacher candidates' knowledge of theoretical approaches and instructional strategies for using literature throughout the elementary school curriculum in ways that enable children to: (a) realize the pure joy a fine literary work brings; (b) become increasingly sensitive to and appreciative of good literature - poetry, prose and informational material; (c) develop an understanding of human behaviour, ideals and values; and (d) become increasingly literate in their own use of oral and written language.

Accounting - see Business Studies

Actively Educating for Social and Economic Justice: Theory, Practice and Action EDU5502
This course is designed to encourage teacher candidates to develop their understandings of what it means to teach to promote social justice with an activist orientation, while it highlights anti-classism and the political and economic dimensions of equity education. Social and economic issues are explored within a framework that recognizes the vital importance of the relationship between class and other social identities, such as race, ethnicity, gender, sexuality, and ability. Course content emphasizes an investigation of those educational issues (e.g., class bias in the curriculum; streaming; the impact of broader political dynamics of globalization on education; the relationship between poverty, schooling, and teaching) that impact on all students, with particular attention to low income and socio-economically marginalized students. Lastly, candidates critically examine contrasting theoretical perspectives, practices, and examples of teacher action and educational activism. These investigations will assist teacher candidates deepen their understandings and hone their practical abilities to respond to social and economic injustices in their classrooms, schools, local communities, nation, and world.

Adapting and Differentiating Instruction for Students Experiencing Learning Difficulties in Inclusive Classrooms EDU5503
The overall aim of this course is to enhance teacher candidates' understanding of the needs of students with learning difficulties, and to provide them with practical skills for differentiating and adapting instruction for these students. Teacher candidates will be introduced to the types of learning difficulties they are likely to frequently encounter in the classroom (e.g., learning disabilities, ADHD, mild intellectual disabilities), and taught how to assess the nature of students' strengths and difficulties using classroom observation and informal, curriculum-based assessment techniques. Teacher candidates will be taught a variety of approaches for adapting and differentiating instruction to meet the needs of these students in the areas of reading, writing, mathematics, social sciences and science including evidence-based remedial approaches, and accommodations best practices (adaptive technology, learning strategies). Applications of these approaches in the inclusive classroom will be emphasized. We will also discuss the emotional and social implications of learning difficulties for students and preventive strategies for addressing these challenges. The intended outcomes for this course include developing informal classroom based observation and assessment skills, increasing teacher candidates' repertoire of evidenced based strategies, acquiring the skills needed to develop lesson plans that include differentiation and adaptation of instruction and to develop and implement an effective Intervention plan.

An Introduction to Second Language Acquisition Processes EDU5513
This course will allow teacher candidates at the primary, junior, intermediate and senior levels to understand second language acquisition processes. We will focus on: 1) individual differences in second language learning; 2) theories of language learning; 3) learner language in second language acquisition; and 4) comprehension and interaction in second language teaching. Candidates will be involved in reflective and active learning. This course will respond to the needs of all teacher candidates, either because they are preparing to teach French or international languages OR because they will teach students from diverse cultural and linguistic backgrounds.

Anti-Racist Education Studies EDU5510
This course will focus on understanding what integrative anti-racism means for teacher education. It seeks to combine theory with educational and political practice. The intent is to develop and understand the philosophical basis for anti-racism practice by reviewing educational initiatives in this area. The course will provide student teachers with an understanding of race and difference as providing the contexts for power and domination in society. Among issues covered are the place of race and identity in schooling and how teachers can deal with racism using the principles/ideas of anti-racism practice.

Arts in Urban Schools EDU5597
This course explores different approaches to the arts in urban schools, with a focus on how the arts might play a role in teaching for equity and social justice. Using a critical lens, students will explore the role that the arts might play pedagogically and in the curriculum in urban schools. Among other themes, students will explore how to incorporate the arts for teaching in non-arts classrooms, critical issues in curriculum and instruction in various arts disciplines, as well as non-curricular and community-based approaches to the arts in school related contexts. Students will have an opportunity to explore different artistic disciplines and consider how they might incorporate the arts as a strategy in teaching for social change.

Big Questions: Philosophic Inquiry Across the Curriculum EDU5541H
This Related Studies offering introduces students to ways in which they can enrich student learning by incorporating philosophical methods of inquiry to a range of ages and in a variety of contexts and curricular areas. One course aim is to allow students to tie philosophical thought more

directly to teaching and learning in schools in a way that allows them to improve both student learning and their own teaching. Literature from the Philosophy for Children (P4C) will be engaged and compared with strategies for teaching the learners of all ages. Candidates will also have an opportunity to explore topics and issues of particular relevance to their own educational aims and interests. Course methods will include lectures, discussions, debates, small group activities, a library session, presentations on specific thinkers and foundational/reoccurring philosophical concepts and debates, and guest speakers from key areas of philosophical specialization. Important critiques of the philosophical canon from postmodernism, feminism, and postcolonialism will be raised throughout. A secondary aim of the course will be to allow teacher candidates to connect philosophy with their own approach to education and cultivate a philosophy of education that will increase student engagement and learning, conflict resolution, problem solving, and equitable participation in decision-making.

Business Studies Intermediate/Senior

The Business Studies program includes study in the following areas: Accounting, General Studies, and Information and Communication Technology.

Prerequisites: Three full university courses in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

✦ **Accounting EDU1340 (Course Weight 1.0)**

This course focuses on evidence-based curriculum development, planning, and implementation in Accounting courses in Grades 11 and 12. The establishment and maintenance of an effective learning environment will be emphasized. Innovative instructional techniques and assessment and evaluation of student performance in Accounting will be explored. Other topics addressed include the use of technology in Accounting, selection and creation of resources for use in Accounting courses, and current issues and directions in the field of Accounting.

Prerequisite: Minimum of one course in Accounting.

✦ **General EDU1330 (Course Weight 1.0)**

This course is designed to prepare teachers of Business in Grades 9-12. It focuses on evidence-based curriculum development, planning, and implementation for a range of Business Courses. Innovative instructional techniques and assessment approaches for teaching a variety of Business Studies curricula at all secondary grade levels will be examined. Other topics addressed include the use of technology, selection and creation of resources for business courses, and current issues and directions in business education.

✦ **Information and Communication Technology EDU1350 (Course Weight 1.0) *(not offered in 2010-11)***

This course focuses on evidence-based curriculum development, planning, and implementation in courses in Information and Communication Technology (ICT) in Business, Grades 9-12. The establishment and maintenance of an effective learning environment in a computer classroom will be emphasized. Innovative instructional techniques for teaching a variety of office productivity and web authoring software packages will be explored. Other topics addressed include assessment and evaluation of student performance in ICT courses, selection and creation of resources for use in ICT courses, and current issues and directions in the field of Information Technology. Computer lab time is provided for hands-on experience.

Prerequisite: Minimum of one course in Information and Communication Technology.

Classical Studies - Latin EDU1200 (Course Weight 1.0) *(not offered in 2010-11)*

This course introduces candidates to the philosophy, methodologies and issues related to the teaching of Latin in the intermediate and senior divisions. A variety of instructional and assessment strategies, and approaches to curriculum design will be explored. The course will focus on Latin vocabulary, grammar and syntax, comprehension, derivation and oral reading of prose and poetry. There will also be an emphasis on the social and cultural aspects of Roman civilization. The course will be delivered through a variety of approaches including reflective and active learning.

Prerequisites: Three full university courses in Latin.

Comparative and International Education: Issues for Teachers EDU5594

Comparative and international education is an interdisciplinary field that looks at "big-picture" issues such as the relationship between education and political, economic, and social change in different countries and regions of the world. Research and study in this field often guides the improvement of education, and helps educators become more reflective about their own schools and education systems from the perspective of others. This course will encourage students to look at the Canadian education system from a comparative perspective. The goal of the course is to increase students' understanding of the field of comparative and international education as it relates to their roles as teachers, their understanding of learning processes and their interest in educational policy.

Computer Studies Intermediate/Senior EDU1040
(Course Weight 1.0)
This course focuses on discourses in education and culture around computers and technology, in which teachers produce curricula and spaces where diverse student populations can engage in the production of computing knowledge. Knowledge of computing is built by students, teachers, communities, cultures, and globally through relationships and everyday and social/cultural experiences. Preservice teachers, in taking up multiple orientations and pedagogical approaches to the teaching of computers, will explore issues around computer use in secondary schools - e.g. privacy, pornography, relationships, and censorship in cyberspace, conceptual/imaginative interpretations and limitations in computerized environments, and problem-oriented and case study approaches to computing. Facilities are provided for hands-on experience with computers.
Prerequisites: Three full university courses in computing, or approved field experience.

Critical Literacies: Language Practices for Social Justice EDU5598
In this course, teacher candidates will explore the possibilities and practices of critical literacies in multilingual and multicultural classrooms that lead to social change. The course begins with taking stock of our reading/writing/viewing practices and understandings to situate them within new conceptions of literacies. We will analyze school (e.g., picture books, fiction, and nonfiction) and out-of-school (e.g., newspapers, TV commercials, and computer games) texts to become familiar with how the textual features shape stories or messages and how they shape expectations of our reading/viewing. As well, through 'textual' practices (writing) in constructing texts, teacher candidates will learn to declare their knowledge, contest existing knowledge, and cultivate a critical consciousness of language as a tool for social transformation. Engaging in and developing competence in critical literacy practices will be fundamental to making the transition from teacher candidates to classroom teachers as they use their knowledge to construct pedagogies that support and advance student understanding (Alverman, 2001) and develop their abilities to use critical literacies to take action for social change.

Design, Thinking and Problem-Solving in the Classroom EDU5575
In this course the spectrum of problem solving strategies will be studied and experienced, with an emphasis on those familiar to designers where a multitude of solutions are acceptable. Problem solving is a core component of the Ontario curriculum and is a prime motivational approach for learning activities. This course provides a practical teaching framework that acts as both a strategy of presentation to students, and a tool for the development of their classroom activities. The emerging world of online techniques for teaching and learning will be included.

Disability Studies in Education: K to 12 EDU5507
This course introduces students to the emerging field of Disability Studies in Education by addressing the question, "How might we recognize and approach inclusive education informed by a disability studies perspective?" The class will explore how disability already is and is not included in K to 12 classroom practices and curricula as a way to move toward including disability in new ways. Disability studies theory and practice are addressed so as to learn to transform disability from an individual personal problem into a social and educational issue. This issue is treated as an opportunity to learn, imagine, teach and do disability differently in our respective educational settings. Disability Studies in Education critically engages conceptions of bodies and spaces as they are socially produced, organized and enforced in educational environments. The course combines lecture and seminar format. Through lecture, students are provided with an introduction to the field of disability studies in education. Through seminar and group work students are guided to a practical development of their developing understanding of disability as a social, cultural, political, and historical phenomenon. With this understanding of disability, students can design disability-based instruction and will deliver this design to our Disability Studies in Education class.

Dramatic Arts Intermediate EDU1071
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070
(Course Weight 1.0)
This course focuses on the philosophy and practice of drama in education with a particular focus on the cognitive, social, and artistic development of the older child and adolescent through both curricular and extracurricular programs. Teaching techniques introduce students to the use of movement and voice, as well as developing an awareness of and practice in drama as an art form. Activities are wide-ranging in their approaches to improvisation, textual analysis, interpretation, scripting. Teacher

candidates will plan individual lessons and units as well as consider the purpose and design of a variety of assessment methods.
Prerequisites: Three full university courses in Drama, or approved field experience.

Drama Strategies for Effective and Affective Teaching EDU5519
This course is designed for teacher candidates interested in integrating the approaches used in drama education with their classroom practice in order to foster spontaneity, feeling, and intelligence in learning. Since classrooms are places of inquiry, we need to communicate effectively and create positive learning environments for our students. By using drama strategies across the areas of the curriculum, we can explore the 'arts of education', identifying effective teaching skills and investigating some of the ways we can engage the interests of our students in their own intellectual and emotional development. No prior experience in drama is required.

Economics Intermediate/Senior EDU1080 (Course Weight 1.0)
This course introduces candidates to the methodologies and issues relevant to teachers of economics in Ontario. Instructional strategies, assessment techniques and curriculum designs that respect the combined role of teachers and learners are examined. Special emphasis will be placed on the use of Information Technology and other media to link theory with practice and foster critical thinking. Course delivery methods include interactive sessions, mini-lectures, demonstrations, individual and team presentations, guest speakers and field studies. Practical assignments challenge candidates to apply educational pedagogy to classroom realities. Candidates are encouraged to develop a personal professional philosophy about teaching economics, based on critical and reflective practice.
Prerequisites: Three full university courses in Economics.

Emotional and Behavioural Problems in the Classroom EDU5572
This course explores innovative, practical and proactive strategies teachers can employ to manage child behaviour in the classroom. Problems such as aggression, shyness, depression, attention problems and over-activity will be covered. Teacher candidates will learn how to conduct informal assessments of child difficulties and how to modify the classroom environment to ensure optimal student performance and behaviour. Teacher candidates will consider how to work with parents and children concerning classroom-based problems.

Engaging Aboriginal Perspectives in Education EDU5528
Designed for both Aboriginal and non Aboriginal teachers, this course will examine indigenous ways of knowing and how this knowledge can inform teacher practice to the benefit of all students. Historical, social, and political issues and cultural, spiritual and philosophical themes will be examined in relation to developing culturally relevant and responsive curriculum, pedagogy and practice. Teacher candidates will come away with the tools they need to create a more inclusive, fulfilling classroom environment in both urban and rural contexts.

English Intermediate EDU1101
This course engages teacher candidates in the practices, resources and theories of English/Language Arts to prepare them for teaching in the Intermediate grades (Grades 7-10). Explorations of written, visual and virtual texts such as literature, media, and technology define the content. Since language is fundamental to thinking and learning, teacher candidates engage in reading, writing, viewing, talking and representing strategies as the practical grounding for understanding and reflecting on English/Language Arts practices, and for creating sound language curricula. The content, methodologies, evaluation and skill requirements of the course will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Three full university courses in English.

English Intermediate/Senior EDU1100 (Course Weight 1.0)
This course engages teacher candidates in the practices, resources and theories of English/Language Arts to prepare for English teaching at I/S levels. Written, visual and virtual texts such as literature, media and technology define the content. Topics include teaching textual forms, writing processes, classroom language and media/technology. Teacher candidates will read, write, view, talk and represent their understanding of textuality to reflect on English/Language Arts practices and theories, as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skill requirements in English/Language Arts will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Three full university courses in English.

Equitable Math Education EDU5509H
In this course, we focus on six principles for teaching mathematics for social justice: enable significant work within communities of learners; build on what students bring to school with them; teach skills and bridge gaps; work with (not against) individuals, families and communities; diversify forms of assessment; and make

inequity, power and activism explicit parts of the curriculum. We will investigate how each principle plays out for mathematics teaching in Ontario's K-12 schools. This course complements and extends the discussion of equity beyond that addressed in the Math Curriculum and Instruction Courses, and does not overlap with the Curriculum & Instruction material.

ESL Across the Curriculum EDU5524
This course will help teacher candidates at the primary, junior, intermediate and senior levels develop the skills, knowledge and dispositions to meet the needs of English second language learners in mainstream classes. We will focus on: 1) methods and techniques for adapting content-based teaching for ESL students; 2) integrating the formal aspects of English (grammar, vocabulary, pronunciation) into content-based teaching; 3) integrating strategy training and language awareness into mainstream programs; and 4) developing sensitivity to cultural and linguistic diversity. Candidates will be involved in reflective and active learning.

Evaluating Provincial Testing EDU5180H
Examination of the principles of measurement and achievement assessment: validity (are we really testing the right content?), reliability (how accurate are the results?), comparability (can the results be compared, especially across time?), and fairness (is the test or the testing method biased against certain students or groups?). Consideration of the purposes, advantages, limitations, and dangers of standardized student testing. Examination of the recent history of provincial testing policies and implementations. Review of the practical methods of test preparation, validation, administration, scoring, analysis, and reporting. Survey of the interpretation and use of assessment results by students, teachers, educational administrators, and the public. Study of the consequences of the interpretation and use of test scores. The course will focus on the provincial testing programs of the Educational Quality and Accountability Office of Ontario, EQAO, with some extension to local testing and to national and international projects. The goal is to build knowledge and expertise so that educators, including front-line teachers and administrators, can be judicious consumers of provincial assessment results and leaders in affecting assessment policies and practices.
NOTE: This course is available to both graduate and teacher education candidates. It continues during the Orientation/Practicum.

Exploring Environmental and Sustainability Education EDU5508H
This course explores cross-curricular approaches to environmental and sustainability education (ESE) at the elementary and secondary levels. Teacher candidates will investigate the historical roots of environmental learning from personal and organizational perspectives, and consider these in light of recent developments in ESE in Canada and around the world. The role of ESE in social justice initiatives will be discussed, as will ESE's theoretical foundations and recent research developments. Teacher candidates will use this background as a starting point to explore current practices in ESE in classrooms and the community as a means to better integrate ESE into their own work as educators in future.

Family Studies Intermediate/Senior EDU1160 (Course Weight 1.0)
This course explores the principles and practices in Family Studies in Ontario. As a foundation for lesson and curriculum design, teacher candidates will examine personal experience, professional practice, and current research, encompassing the evolving nature of the field, including integrated curriculum; alternative perspectives on teaching and learning; approaches to community-building, and inclusion of diverse learners; assessment and evaluation strategies; management and safety issues; utilization of technology; reciprocal school, community, and societal impact. Assignments will require teacher candidates to prepare practical applications and to apply educational pedagogy to classroom realities. Teacher candidates are encouraged to develop a personal philosophy about teaching Family Studies, based on critical and reflective practice.
Prerequisites: Three full university courses in Family Studies.

French as a Second Language Intermediate EDU1111
This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning core French teachers at the Intermediate level (Grades 7-10). The course will focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.

Prerequisites: Five full university courses in French and demonstrated proficiency in speaking and writing the language.

French as a Second Language Intermediate/Senior EDU1110 (Course Weight 1.0)

This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the Intermediate and Senior levels. We will focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; 3) electronic conferencing to support a collegial learning environment; 4) the creation of a professional portfolio. Candidates will be involved in reflective and active learning. This course is offered in French.

Prerequisites: Five full university courses of French and demonstrated proficiency in the language.

French Grammar and Syntax for the French as a Second Language Classroom EDU5505

This course, offered in French, provides teacher candidates interested in teaching French with an opportunity to deepen their understanding of the French language system (i.e. spelling, grammar, syntax, morphology, punctuation and etymology) and to explore how these aspects of language are dealt with in commonly-used FSL classroom resources. Questions such as the following will be explored: What errors in grammar, syntax, vocabulary and pronunciation are commonly made by French language learners? Why are these errors made? How can students be encouraged to recognize these and to actively correct them? How can we most effectively explain grammatical concepts to FSL learners, all the while maximising the use of the target language? It is not necessary to complete the French Proficiency Test in order to enroll in this course. However, as the course is offered in French and the assignments are to be completed in French, a high intermediate to advanced level of proficiency is recommended. As this course does not focus on second language teaching methods, it will not prepare you for a practicum in French nor will it certify you to teach French.

Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Mathematics Anxiety EDU5146

It has been well documented that many adults experience math anxiety, possibly due to the traditional way they have been taught math in their own schooling. This course offers a multifaceted approach for dealing with elementary teachers' math anxiety, based on holistic education principles. It will include math work for improving competence, utilizing reform-based approaches, as well as strategies for dealing with the anxious feelings, changing one's beliefs about math and gaining confidence as a math learner and teacher. Guided by the instructor and possibly also by one or more 'coaches', participants will work in small groups on selected math problems and activities at an appropriate level of difficulty. Various journal writing, group reflection, relaxation and guided visualization activities will be used in helping participants become aware of, and start dealing with their emotional and cognitive blocks in relation to math. Such work should allow participants to improve their attitudes toward math and open the door to accessing their mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for math-anxious students will also be included. This course is open to Primary/Junior candidates only.

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Gender Equity in Schools and Classrooms EDU5532

This course encourages prospective teachers to think about aspects of their work that have implications for gender equity. Examples of topics include: gender and our own school memories; access, participation and achievement; how schools are organized around gender; classroom treatment of girls and boys; coeducation vs. single-sex education; notions of masculinity and femininity; sexual harassment in schools; teachers' career paths; women's studies and feminist pedagogy. Issues are placed within a framework that considers gender roles and social change, feminist theories and questions about "equality" and "difference", and how gender operates together with other social divisions and designations such as race, class and sexual orientation.

Geography Intermediate EDU1441

This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Particular emphasis will be given to the learning needs of young adolescents. Candidates design and develop lessons and curriculum

materials that are appropriate for diverse learners, and for teaching different kinds of geographic social science content, both across the curriculum and as a separate subject in Grades 7-10.
Prerequisites: Three full university courses in Geography.

Geography Intermediate/Senior EDU1440 (Course Weight 1.0)
This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Candidates develop lessons and curriculum materials that are appropriate for diverse learners and for teaching different kinds of geographic social science content, including international and cross-cultural material. Consideration is given to issues related to current curriculum reform. The course includes inquiry models, field study, the application of technology in learning, feedback-oriented assessment, and a variety of instructional techniques. Assignments involve practical applications and critical reflection.
Prerequisites: Three full university courses in Geography.

German - See International Languages

Health and Physical Education Intermediate EDU1251
This course of study prepares future teachers to design and deliver contemporary Intermediate level (Grades 7-10) health and physical education programs. It is consistent with the national and provincial trend towards de-emphasizing competitive team sports and focuses on wellness and the process of guiding youngsters to develop the knowledge, skills and attitudes that lead one to become physically active for a lifetime. Teacher candidates relate social, cultural, economic and political factors to teaching and student learning and their ability to work collaboratively within the school setting, systems and the community.

Health and Physical Education Intermediate/Senior EDU1250 (Course Weight 1.0)
This course of study prepares future teachers to design and deliver contemporary Intermediate/Senior level (Grades 7-12) health and physical education programs. Teacher candidates will experience effective methods to teach movement patterns, motor skills, and team concepts so that their students will enjoy success in physical activities throughout their lifetime. They will learn to deliver active living health concepts through various teaching methods so their future students will develop better decision-making abilities with regard to their own health. Candidates will understand and employ various teaching approaches, which acknowledge both the unique growth of individual students and also the sequential stages of learning. Candidates will also explore, practice, and evaluate safe action while teaching, coaching, and supervising physical and health education activities.
Prerequisites: Three full university courses in Physical and Health Education. Consideration will be given to equivalent field experience.

History Intermediate EDU1151
This course has a dual focus. First, it prepares candidates to deal with the value, issues, and challenges of teaching intermediate History. Second, it helps candidates develop a repertoire of diverse teaching and assessment methods appropriate for Intermediate students (Grades 7-10). Course activities focus on Canadian History (as prescribed by the provincial guidelines), but links will be made to other histories, and to other subjects. Course methods involve lectures, demonstrations, interactive sessions, small group activities, and field study. Assignments promote the connection of theory and practice through practical applications of the methods studied, and through reflections on practice.
Prerequisites: Three full university courses in History.

History Intermediate/Senior EDU1150 (Course Weight 1.0)
This course will introduce candidates to the methodologies and issues relevant to teaching History in Ontario in the Intermediate and Senior divisions (Grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the history program to meet the needs of a diverse student body will be highlighted. The course will also introduce candidates to new directions for reshaping the History curriculum. Course methods include demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice.
Prerequisites: Three full university courses in History.

History is a Verb: Using Primary Documents in the History Classroom EDU5592
Research in the field of history education demonstrates that students are more engaged, do better work, and learn more history when they use original historical documents to learn about the past. Many teachers have little experience finding or using such educational tools. This course provides an overview of the research, and goes on to explore how to use primary documents in a series of intensive workshops.

Holistic Teaching and Learning EDU5595
This course will explore holistic teaching and learning strategies such as visualization, use of the metaphor, cooperative learning, and environmental education strategies. Basic principles of holistic education such as balance, inclusion, and connectedness will be examined. Finally, the role of the teacher in holistic teaching will be explored.

Identity Construction and Education of Minority EDU5169
This course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key concepts such as identity, ethnicity, minority, race, culture and language will first be analyzed. The process of identity construction will then be examined within the educational context of Ontario.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Immigration and the History of Canadian Education EDU5128
This course studies both the historical impact of immigrants and immigration on the Canadian school system and the equally important question of the school's role in guiding immigrant students to assimilation/integration into the mainstream Canadian community. The course is organized around a chronological frame beginning with pre-Confederation and working through today. Given the tremendous impact of immigration in the Greater Toronto Area since World War II, the course gives this era special weight. The course also balances discussion of two different and often historically opposing frames of reference: the agenda of the state and its constituent parts (especially the educational system) with regard to immigrants and immigration vs. the agenda of immigrants and their individual and collective understanding of the immigration and settlement process.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Information and Communication Technology - see Business Studies *(not offered in 2010-11)*

Integrating Science, Mathematics and Technology Curricula EDU5174
This online course focuses on the practical curriculum issues associated with integrating school science, mathematics and technology in particular. Topics include the history of curriculum integration and school subjects, practical models for integration, strategies for teaching in an integrated fashion, ways of integrating these subjects with others in the context of the Ontario curriculum, student learning in integrated school settings, and curriculum implementation issues. Students will examine the contemporary literature on curriculum integration and report and reflect on their own teaching practices.
NOTE: This course is available to both graduate and teacher education candidates. It continues during the Orientation/Practicum.

International Languages Intermediate/Senior
(Course Weight 1.0)
- ✦ German EDU1140
- ✦ Italian EDU1190
- ✦ Spanish EDU1310
- ✦ Other EDU1180 *(not offered in 2010-11)*

These courses will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of international languages. Although the emphasis will be on school programs at the intermediate and senior levels, the courses will also expose teacher candidates to community-based programs for intermediate-level learners. Courses focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.
Prerequisites: Five full university courses in the target language and proficiency in speaking and writing the language.

Internship
The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the Ontario College of Teachers.
NOTE: Course number and course weight are not applicable to the Internship.

Issues in International and Global Education EDU5536

This course investigates contrasting perspectives of international and global education and their representation in elementary and secondary school curriculum in Canada and other parts of the world. Inquiries into and critical analyses of various teaching and learning strategies, curriculum resources, and school-based initiatives used to nurture global and international understanding will be addressed. Participants will have opportunities to integrate global and international themes such as human rights, social justice, cultural diversity, citizenship, economic globalization, technology, and environmental sustainability into their curriculum design work and teaching practice.

Italian - See International Languages

Junior/Intermediate EDU1450 (Course Weight 1.5)

The Junior/Intermediate curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Junior/Intermediate divisions (grades 4-10) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, fieldwork, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

The components of this course are:

✦ Elementary Language Arts

The language arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. In the Language Arts course candidates explore many issues of literacy development using the Ontario Curriculum and the Standards of Practice as a framework and examine instructional approaches and perspectives. Candidates engage with research, key theories and major authors in the area, gain knowledge of balanced literacy programming, utilize various methods of assessing progress in Language Arts, have experience working with a variety of teaching techniques to promote growth in reading, writing and oral and visual communication, gain skill in integrating language arts with other subject areas. Candidates are continually encouraged to relate teaching practice to relevant research and theory.

✦ Elementary Mathematics

The mathematics component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates will be exposed to a study of mathematics as a discipline that involves investigating, verifying, exploring, explaining discovering, conjecturing and describing. Candidates will be encouraged to actively engage in reflective thought through use of manipulatives, discussion and problem-solving as well as through examination of effective instructional and assessment practices, and curriculum documents and materials.

✦ Elementary Science

The science component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates actively participate in integrated, hands-on learning experiences to gain exposure to the teaching and learning strategies, assessment and evaluation strategies and planning processes that enable students to achieve desired expectations from the Ontario Curriculum.

✦ Elementary Social Studies

The social studies component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Using the Ontario Curriculum documents, candidates in Social Studies study human beings, their interactions and the various environments in which they find themselves with an emphasis on interpretation, equitable and inclusive approaches and integration across all curricula.

✦ Elementary Music

The music component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This

introductory course in music education is designed to prepare the prospective classroom teacher with basic skills and knowledge necessary for providing successful music experience with elementary school children.

✦ Elementary Health and Physical Education
The health and physical education component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to offer beginning teachers opportunity to discover health and physical education through experience in all three strands of the curriculum: healthy living, fundamental movement skills and active participation.

✦ Elementary Visual Arts
The visual arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to provide candidates with some fundamental strategies and approaches for teaching visual arts through a series of hands-on art making and art appreciation sessions.

Language, Culture and Identity: Using the Literary Text for Teacher Development EDU5179
A major objective of this course is to explore the delicate balancing act of language and ethnic identity maintenance and its implications for teacher development. This course will explore literature (both fiction and non-fiction) that focuses on the experiences of those who live within and between various cultural worlds, struggling to find voice, meaning and balance in their lives. The focus will be on autobiographical narrative within a multicultural context both locally and internationally and on the power of narrative as a means to our understanding of the self in relation to the other. We will use the literary text as a vehicle for reflection on issues of language and ethnic identity maintenance, which will allow us to live vicariously in other ethnocultural worlds, with a view to the construction and reconstruction of meaning of teaching in a changing linguistic and cultural educational landscape. We will have the opportunity of exploring the immigrant experience in the pluralistic classroom through the eyes of those who necessarily live between two (or more) worlds and have articulated the experience for others to understand. These new insights will be used to examine the personal, social and academic adjustments that minority group children and parents face in the school system and in their new society in general.

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Latin - See Classical Studies *(not offered in 2010-11)*

Managing Conflict in Classrooms and the School Workplace EDU5538
This course is an in-depth examination of concepts and strategies for facilitating the constructive management of conflict in classrooms and schools. First, participants will learn and develop a range of approaches to helping students improve their capacities for communication, conflict resolution, problem solving, equitable participation in decision-making, and autonomous self-discipline. Second, participants will strengthen their capacities for understanding and handling conflict with other adults in the school workplace, such as diverse colleagues and parents. Activities and discussions will be built around two central ideas: conflict (its value for learning and its management or resolution at the classroom, school, and board levels) and democracy (facilitating the development of diverse 'students' and effective 'citizens'). The course uses a workshop/seminar format. Each participant will build their capacity to evaluate their own skills and to plan educational and communicative strategies in relationship to their own long-range goals, values, and skills as developing teachers. Attention will be given to diverse school contexts at the primary, junior, intermediate, and secondary levels.

Mathematics Intermediate EDU1221
This course is designed to prepare teacher candidates to teach students mathematics at the Grade 7-10 level in a thoughtful and interactive way. Candidates will explore a variety of teaching techniques which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.
Prerequisites: Three full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (Course Weight 1.0)
A consideration of mathematics education at the Intermediate and Senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.
Prerequisites: Three full university courses in Mathematics. It is recommended that candidates have

studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Models of Teaching: Enhancing Classroom Practice EDU5542

How do teachers improve their teaching in order to improve student learning? There are many powerful models of teaching - also known as instructional strategies - which promote and enhance particular kinds of learning. This course complements the basic teaching techniques introduced in Curriculum and Instruction courses by broadening and deepening a teacher candidate's repertoire of instructional strategies. Specific strategies/models addressed include: direct instruction, concept attainment, cooperative learning, inquiry and role-playing. Theory, design and practice will be combined to learn how to apply these and other models in elementary and secondary classes for all subjects.

Multicultural and Diversity Counselling in Schools EDU5590

This course will introduce students to counseling in school, in a multicultural and diversity context. Through a critical examination of race, gender, class, sexual orientations and disabilities, teacher candidates will gain insight, skills and competencies into counseling school students who are experiencing 'subjective distress'.

Music Intermediate

✦ **Instrumental EDU1231**
Prerequisites: Three full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
OR
✦ **Vocal EDU1241**
Prerequisites: Three full university courses in Music, or appropriate background in music.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and incorporate personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in Grades 7-10. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Music Intermediate/Senior

✦ **Instrumental EDU1230 (Course Weight 1.0)**
Prerequisites: Three full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
OR
✦ **Vocal EDU1240 (Course Weight 1.0)**
Prerequisites: Three full university courses in Music, or appropriate background in music.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in Grades 7-12. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Perspectives on Muslim Education EDU5533H

This course examines the interplay between theoretical principles of education in Islam, namely, tarbiyah (nurturing wholeness), ta'dib (instilling ethics), and ta'lim (instruction) with practical implementations though varied forms of schoolings. Tracing the historical growth of educational methods in Islam from the 6th century to the height of Islamic thought in the 12 century in Arabia, North Africa and Persia will provide a foundation for understanding the historical learning from and contribution of Muslims to Western and non-Western educational initiatives. The reformation of Islamic educational theory and practice within the colonial period and reactions to it will then be addressed through brief case studies of Algeria, Pakistan, and Malaysia. The final part of the course will be reserved for discussions of the varied forms of Islamic schooling in North America since the 1980s as well as Muslim students' experiences in secular and other faith based schools. From Sunday schools, to evening Qur'an schools, traditional madrassas, full-time schools (secular and religious) and now home schools, a critical understanding of the construction and contestation of Muslim identity and community, as well as the curricula and pedagogy in the religiously plural landscape of North America will be explored. Issues of gender, ethnicity, and identity will be examined for their interaction with education of Muslim students in different contexts.

Politics Intermediate/Senior EDU1260 (Course Weight 1.0)
This course explores contrasting images of political education in democratic contexts with special attention to curriculum perspectives and instructional practices used in intermediate and senior Politics courses in secondary schools in Ontario. A variety of learning methodologies, assessment approaches and curriculum design practices will be examined and developed. Special attention will be given to issues and questions related to 'education for citizenship' as it is addressed in the intermediate Civics course, senior Politics courses, and across the curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities, independent and group investigations, and field studies. Assignments will require candidates to prepare practical applications for Politics courses and to think critically and reflectively about the links between theory and practice.
Prerequisites: Three full university courses in Political Science.

Practicum EDU4010
The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of forty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Preventing School Violence and Bullying: Theory, Practice, Evaluation and Implementation EDU5596
The goal of this course is to help teachers to identify bullies and learn techniques to prevent bullying behavior from developing or recurring in their school environment. This will be accomplished through an examination of related research incorporating a systems approach to the reduction of violence in schools. Experiential exercises simulating experiences of discrimination and bullying including writing and enacting plays, lived experience of discrimination and violence, and direct experience with victims of bullying will be used to heighten awareness of the problem. Emphasis will be placed on the instruction and implementation of bully reduction programs currently in use. Students will be encouraged to be involved with the implementation and evaluation of existing bullying prevention programs in schools to provide real-world experience in conducting and evaluating a violence reduction program. Instruction in program evaluation and critical appraisals of existing violence reduction programs will be integrated throughout the course. Students will emerge from the course with an increased awareness of the extent and impact of bullying and violence in schools, an understanding of the range and limitations of existing bully and violence prevention programs, and the ability and motivation to implement selected bullying and violence prevention programs in their future schools.

Primary/Junior Education EDU1420 (Course Weight 2.0)
The Primary/Junior curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Primary/Junior divisions (K-6) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, fieldwork, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

The components of this course are:

✦ Elementary Language Arts
The language arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. In the Language Arts course candidates explore many issues of literacy development using the Ontario Curriculum and the Standards of Practice as a framework and examine instructional approaches and perspectives. Candidates engage with research, key theories and major authors in the area, gain knowledge of balanced literacy programming, utilize various methods of assessing progress in Language Arts, have experience working with a variety of teaching techniques to promote growth in reading, writing and oral and visual communication, gain skill in integrating language arts with other subject areas. Candidates are continually encouraged to relate teaching practice to relevant research and theory.

✦ Elementary Mathematics

The mathematics component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates will be exposed to a study of mathematics as a discipline that involves investigating, verifying, exploring, explaining discovering, conjecturing and describing. Candidates will be encouraged to actively engage in reflective thought through use of manipulatives, discussion and problem-solving as well as through examination of effective instructional and assessment practices, and curriculum documents and materials.

✦ Elementary Science

The science component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates actively participate in integrated, hands-on learning experiences to gain exposure to the teaching and learning strategies, assessment and evaluation strategies and planning processes that enable students to achieve desired expectations from the Ontario Curriculum.

✦ Elementary Social Studies

The social studies component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Using the Ontario Curriculum documents, candidates in Social Studies study human beings, their interactions and the various environments in which they find themselves with an emphasis on interpretation, equitable and inclusive approaches and integration across all curricula.

✦ Elementary Music

The music component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This introductory course in music education is designed to prepare the prospective classroom teacher with basic skills and knowledge necessary for providing successful music experience with elementary school children.

✦ Elementary Health and Physical Education

The health and physical education component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to offer beginning teachers opportunity to discover health and physical education through experience in all three strands of the curriculum: healthy living, fundamental movement skills and active participation.

✦ Elementary Visual Arts

The visual arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to provide candidates with some fundamental strategies and approaches for teaching visual arts through a series of hands-on art making and art appreciation sessions.

Psychological Foundations of Learning and Development EDU3506

This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce teacher candidates to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Candidates will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

Reading/Literacy: Why and How to Assist Students Experiencing Difficulties in Grades 4-12 EDU5547H

This course will focus on and extend teacher candidates' knowledge and skill in reading and literacy instruction in the junior, intermediate, and senior levels. Early language/literacy development will be addressed briefly to establish a solid foundation of knowledge about reading and literacy. Various types of research evidence as they relate to reading/literacy instruction will be considered. Physiological processes involved in reading (including what we are discovering about the brain), student motivation, different reading strategies, students' background and cultural knowledge, and one's academic vocabulary will be explored in relation to the development of students' reading. Teacher candidates will consider briefly some of the debates about high stakes and large-scale testing as well as equitable and socially just approaches to address students' reading difficulties. Particular attention will be given to the links between theory and practice.

Religion and Social Movements in the History of North American Education EDU5148H
This course will provide students with an historical overview of religion as a shaping factor in the history of education in North America. The course will begin by examining the historical ways in which religion and state have interacted in the North American common square and how and why the American and Canadian experience with regard to the place of religion have been different. Using the United States as comparative foil, students will then turn to discussion of why compromise over religiously based schooling was a critical precondition for Confederation and what that compromise has meant for the development of Canada and Canadian education through the era of national expansion and into our own time. The course will then explore a series of historical tensions between confessional communities and the state and how those tensions have played themselves out through to our own times. These tensions include disputes over religious and values instruction in the schools, the Catholic struggle for full funding in Ontario, battles over accommodation of religious and often non-Christian minorities and non-believers in the public schools, and the growth of religiously-based private schools and their efforts to tap public funding.
NOTE: This course is available to both graduate and teacher education candidates. It continues during the Orientation/Practicum.

Religious Education Intermediate/Senior EDU1280 (Course Weight 1.0)
Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education. Candidates enrolled in this course can be expected to do one placement in a Roman Catholic secondary school setting.
Prerequisites: Five full university courses in Theology or Religious Studies.

NOTE: There is also a Religious Education course offered by Continuing Education for Initial Teacher Education candidates called "Learning and Believing in Catholic Schools." This course is not credited to the Initial teacher Education program and will not be appear on transcripts. For more information, please visit:
http://conted.oise.utoronto.ca/Religious_Education.html

School and Society EDU3508
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages candidates in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

Science

Intermediate/Senior candidates who select two Science teaching subjects must have a minimum of eight full university courses in the sciences and these must include the prerequisites for each of the selected Science teaching subjects.

✦ Science - Biology Intermediate/Senior EDU1470 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Biology), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Biology.

✦ Science - Chemistry Intermediate/Senior EDU1480 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Chemistry), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection

and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Chemistry.

✦ Science - General Intermediate EDU1301
This course is designed to prepare teachers of science in the Intermediate Division (Grades 7-10). It explores the teaching of selected units in all four strands from the Ontario Science and Technology Curriculum guideline. Attention is paid to the skills of lesson planning, laboratory techniques, teaching strategies, and assessment and resources, through workshops, lectures and lab activities.
Prerequisites: Three full university courses in Science.

✦ Science - General Intermediate/Senior EDU1300 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Biology, Chemistry and Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science with a minimum of one full course in each of Biology, Chemistry, and Physics.

✦ Science - Physics Intermediate/Senior EDU1490 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7-10 Science and Grades 11-12 Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Physics.

Science and Technology in Context EDU5517
Science and technology are powerful personal and social enterprises that can greatly affect and can be greatly affected by individuals, societies and environments. As processes, they are highly idiosyncratic and situational, dependent on myriad, often unpredictable, contextual variables. These perspectives about science and technology often contrast sharply with their portrayal in schools, which — for various complex reasons — tend to present students with more systematic, compartmentalized, idealized and unproblematic images of and experiences with these fields. Through this course, teacher candidates will have opportunities to develop expertise for providing elementary and secondary school students with realistic contexts relating to knowledge building in science and technology. The course addresses (and transcends) expectations within the Skills of Inquiry, Design & Communication and Relationships (Relating Science to Technology, Society, and the Environment [secondary] and Relating Science and Technology to the World Outside the School [elementary]) learning domains in Ontario curricula.

Sexualities in Schooling: Approaches to Anti-Homophobia Education EDU5576
This course will focus on matters of equity, inclusion, and school reform as these pertain to differences of sexual orientation and gender identity among students. Course content and instruction will focus on understanding and addressing those educational issues confronting lesbian, gay, bisexual, transgendered, and queer (lgbtq) students. It will also explore strategies and resources for challenging homophobia and heterosexism intersect with multiple identities and other forms of oppression, We will also examine curriculum materials and community support services that promote sensitivity and visibility.

Silver Screen Teachers EDU5535
Teachers and teaching are often portrayed in movies and television. Often teachers are stereotypes or metaphors for the profession, with stories and characters cast (and actors directed) by those with varying degrees of insight into the realities, complexities, intricacies, and demands of the

profession. Silver screen teachers are either saviours of particularly recalcitrant students or scapegoats for (or recipients of) the misbehaviours and misdemeanors of mischievous youngsters. Popular depictions of teachers often contribute to unrealistic conceptions of the role. Teachers' lives and careers, not to mention their pedagogical orientations and practices, are complex and the film and digital media portrayals (along with readings) in this course are vehicles for critical, reflexive examinations of the teaching act. The purpose of the course is to critique the representation of teachers and their practices for the purposes of:

- understanding the realities and complexities of teaching and the role of teacher
- clarifying notions of pedagogy and instruction
- expanding conceptions of classroom teaching and the contexts of schools
- challenging simplistic notions of classroom management and student relationships
- developing sound images of future practice

Preservice teachers will develop their conceptions of teaching, and being a teacher, focusing on the first year of teaching.

Social Sciences - General Intermediate/Senior EDU1270 (Course Weight 1.0)

This course introduces candidates to the issues around and methodologies for teaching Social Science/Contemporary Studies courses in Ontario. A range of teaching methodologies, assessment approaches, and curriculum designs will be examined and developed. This course will also focus on issues and questions related to current curriculum reform efforts. Course methods include lectures, demonstrations, interactive sessions, small group activities, and field studies. Assignments will require candidates to prepare practical applications and to link theory and practice. Special emphasis will be placed on the use of information technology and other media in the classroom in order to foster critical thinking.

Prerequisites: Three full university courses in Psychology, Sociology or Anthropology.

Spanish - See International Languages

Spirituality in Education EDU5167H

This course first explores the nature of spirituality. There is also an examination of how spirituality can be part of the school curriculum in a non-threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Various schools with an explicit spiritual orientation will be examined. Finally, the role of the teacher will be explored.

NOTE: This course is available to both graduate and teacher education candidates. It continues during the Orientation/Practicum.

Stress and Burnout: Teacher and Student Applications EDU5593

The course is divided into 3 sections, with an overarching focus on the negative impact of stress on teachers and students. Section 1 includes a general overview of stress and its effects on health, mental health, and cognitive functioning. Section 2 focuses on the particular impact of stress on teachers (burnout) and students (stress-related problems). We will discuss evidence of high rates of burnout among teachers, theories that attempt to explain why it occurs, and case presentations of common burnout subtypes or scenarios. We will also discuss evidence of increasing stress among children and young adults, and the consequences of this trend. Finally, Section 3 involves practical steps for recognizing student and teacher stress, and discussion of effective ways of both preventing stress-related problems before they occur and treating them once they do.

Supporting Gifted and High-Level Development EDU5529

This course will encourage participants to: 1) deepen their understandings of giftedness and high-level development, 2) acquire a good working knowledge of theory-based, evidence-based, and empirically-validated ways to adapt classroom instruction to meet the needs of advanced learners, and 3) encourage gifted-level development in diverse learners. Many issues will be addressed, with particular attention paid to the practical implications of DEFINITION: (What is giftedness? What is creativity? How are they connected?) IDENTIFICATION: (Who is gifted?) and PROGRAMMING: (What curriculum adaptations and support mechanisms are required, and when?). Theories and research will be reviewed from various disciplines including cognitive science, developmental psychology, educational psychology, and special education. Applications to inclusive classroom settings, congregated gifted programs, and home and school linkages will be considered.

Teacher Education Seminar EDU6000 (Course weight 1.0)

This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in

order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

In the Primary/Junior and Junior/Intermediate programs, the Teacher Education Seminar will focus on individual and collaborative processes (e.g., portfolio assessment, action research, computer conferences) that promote an integrated and informed understanding of teaching and learning through a variety of lenses, such as equity and diversity. Directed field experiences with contributions from educators in the partnership districts will be emphasized.

In the Intermediate/Senior and Technological Education program, the Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Teaching Asian Canada for K-12 Educators EDU5551H

This course engages curricular and pedagogical questions regarding race, diversity, and equity with specific attention to Asian Canadians, the largest visible minority community in the country. It explores the integration of Asian Canadian content in K-12 school curriculum as well as culturally competent strategies when working with Asian Canadian students, families, and communities. Providing both intellectual and practical frameworks to understand the complexity of teaching about and working with Asian Canadians, it addresses a wide range of socio-cultural and educational topics, including history and community formation, immigration and acculturation, identity and development, intersection of race, class, gender, sexuality, language, and spirituality, curriculum and representation, academic achievement, parental involvement, and anti-oppressive approaches to teaching and learning. The course encourages active learning through close analysis of weekly readings and participatory dialogue in class. It also deepens teacher candidates' comprehension of Asian Canadian topics and teacher candidates through their annotated bibliography assignment and practicum reflection. By emphasizing curriculum diversification and inclusive pedagogy, the course offers teacher candidates with rich opportunities to learn and teach about race and ethnicity differently that will be relevant to their content areas and pupil age groups.

Teaching in French Immersion EDU5552

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning French immersion teachers at the primary, junior, intermediate and senior levels. We will focus on: 1) methods and techniques for content-based teaching in immersion; 2) integrating the formal aspects of French language teaching (grammar, vocabulary, pronunciation) into content-based, immersion teaching; and 3) integrating culture, strategy training, language awareness into immersion curricula. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Demonstrated proficiency in all aspects of communicative competence in French by successfully completing the French Language Proficiency Test. An extended stay in a francophone milieu is highly recommended for non-native speakers of French.
NOTE: This course does not lead to teaching certification for FSL.

Technology, Curriculum & Instruction EDU5574

How can teachers bring technology into their classrooms in such a way that students learn more deeply and teachers teach more effectively? This class will help you consider some effective ways of adding technology to your curriculum. We will read papers from the research literature concerned with how technology can help promote deeper understanding, new opportunities for peer exchange, and for deeper interactions between students and teacher. We will explore some of the latest and greatest technologies for math, science, language, arts and humanities instruction. Each week, students will take turns presenting an interesting technology to their peers, including hands-on activities. The course will meet in a computer lab, where students will work in pairs to design a technology enhanced lesson that could help their own students understand curriculum topics more deeply, and promote rich interactions within their classroom. We will also address the issue of how technology can help respond to the diversity within our classrooms, promoting equity and fostering a dynamic classroom community.

The Adolescent Brain: Implications for Instruction EDU5537

Cognitive neuroscience is making rapid strides in areas highly relevant to education. However, there is a gulf between current science and direct classroom applications. This course will examine new findings from neuroscience on adolescent brain development and how these findings can inform instruction. Teacher candidates will gain an understanding of how to optimize the brain's ability to benefit from teaching and how good instructional practice can be undermined by brain-based factors such as learning anxiety, attention deficits and poor recognition of social

cues. Research findings on cognitive development will include profiles of the average learner, the gifted learner and the student with special needs. The use of scaffolding, adaptive technology and assessment to support adolescent learners will also be discussed. There will be a focus on metacognitive strategies as well as differentiated instruction and universal design which can be used to meet the needs of diverse learners in general education classrooms. Current research on frontal lobe development will be investigated in relation to social and emotional development in adolescence and the implications of this research for classroom management and peer relationships.

Visual Arts Intermediate EDU1011
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the senior elementary or junior secondary level (Grades 7 to 10). Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and evaluation strategies; artistic growth and adolescent development; design concepts; curriculum integration; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; and use of community resources.
Prerequisites: Three full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (Course Weight 1.0)
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the secondary level. Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; media arts and technology; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; use of community resources; and the teacher's personal artistic development.
Prerequisites: Three full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Youth Popular Culture and Schooling EDU5556
This course attempts to characterize the complex world of social problems in which teachers and students learn. We will explore the experiences of youth sub-cultures drawing from raves, house, and heavy metal parties; the use of techno, rap, hip-hop and reggae music sub-cultures; drugs, fashion and its relationship to anorexia; and the relationship between youth in shopping malls and school hallways. Also to be explored is the role of the media; how it has imagined or constructed youth as a particular community with shared interests, and how young people resist these stereotypes in school, families, and communities creating independent representations of their own lives.

Technological Education Program

✦ Bachelor of Education

✦ Diploma in Technological Education

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an **Ontario Teacher's Certificate of Qualification** (O.T.C. of Q.). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technological Education

The **Bachelor of Education** degree will be awarded to candidates who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an **Ontario Teachers' Certificate of Qualification**, with qualifications in Technological Education. An approved degree must include at least 15 full-year courses (or equivalent) and no more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions; and contain no transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing.

The **Diploma in Technological Education** will be awarded to candidates who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

However, the **Bachelor of Education** degree will be awarded to holders of the Diploma in Technological Education who, subsequent to receiving this Diploma, submit to the Registrar of OISE proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technological Education after 1975 are eligible for the Bachelor of Education degree.

NB: In this context for a degree to be approved by OISE, it must contain:

- At least 15 full-year courses (or equivalent) and must not include any transfer credit for courses which were counted for admission to, or completed in, the Technological Education diploma program.

- No more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions.

- No transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing.

Technological Education Areas

"Technological education has moved away from a trade-specific focus to one of integration and the development of transferable skills." This is reflected in the consolidation of areas within technological education into seven "**broad-based technology**" areas. The descriptions are derived from the "Curriculum Guideline: Broad-based Technological Education" prepared by the Ministry of Education in 1995.

The ten broad-based technology (BTT) areas are:

1. Communications Technology
Includes the study of live, recorded and graphic communications.

2. Computer Technology
Includes the study of digital computer interfacing, analog and digital electronics, control systems and computer engineering.

3. Construction Technology
Includes the study of residential, commercial, industrial, recreational and other built environments, including the systems required to maintain and service them.

4. Green Industries

Includes the study of design, construction, installation and maintenance of landscapes and sustainable environments.

5. Hairstyling and Aesthetics

Includes the study of hairstyling aesthetics and other beauty services.

6. Health Care

Includes the study of health and personal care.

7. Hospitality and Tourism

Includes the study of travel and accommodation, food preparation, and other hospitality issues.

8. Manufacturing Technology

Includes the study of product design, process and production planning, manufacturing processes, and quality control.

9. Technological Design

Includes the in-depth study of a variety of design processes that may be used in solving technological challenges in the fields of architecture, communications technology, construction, manufacturing, electronics, and transportation. It also includes the development of industrial and commercial products and services, and health, safety and environmental systems.

10. Transportation Technology

Includes the study of transportation from the point of view of personal transportation, mass transit systems, and the transportation of freight and other objects.

Admission Requirements

Applicants' qualifications for admission will be assessed in relation to their selected Technological Education area. Please refer to our admissions information website **<www.oise.utoronto.ca/admissions>** for detailed information about specific trades and/or professions that can be included in each of the listed BBTs. To be eligible for consideration applicants must meet our requirements in each of the following four areas:

1. Basic Academic Requirement:

Ontario secondary school graduation, or its equivalent.

2. English Language Proficiency:

An acceptable level of proficiency in oral and written English as described in the OISE Teacher Education English Language Proficiency Policy (See pages 56 - 57).

3. Formal Technical Education and Proof of Competence:

Completion of a program of formal Technical Education in an approved trade or profession related to the Technological Education area for which you are applying (See page 50 for list of areas). Your level of achievement in this program must be sufficient to demonstrate competence in your selected Technological Education area at both the Grades 9-10 and related Grades 11-12 level (See page 52 concerning the Technical Proficiency Examination).

4. Skilled Wage-Earning Experience:

One of:

a) Five years full-time work experience in an OISE listed trade/profession after successful completion of a related Certificate of Qualification;

OR

b) Three years full-time work experience in an OISE listed trade/profession after successful completion of a related two-year diploma program. This skilled wage-earning experience must include a period of at least sixteen months of continuous employment;

OR

c) Two years work experience in an OISE listed trade/profession after successful completion of a related three or four-year diploma/degree program. This skilled wage-earning experience must include a period of at least four months of continuous employment.

Note: The above experience requirements are for the 2010-11 academic year specifically, and will change for 2011-12.

5. Background Related to Teaching

Students must receive a "Pass" in each section of the Applicant Profile regarding a background related to teaching, in order to be considered for admission.

Selection

Not all applicants who satisfy our minimum requirements can be admitted. Our final selection decisions will be influenced by the number of applicants and the level of the qualifications that they present for consideration. We will consider factors such as faculty resources and practice teaching opportunities available for specific BBTs. This may result in the imposition of limits on the number of candidates that we will admit into some BBTs.

Preference is given to those applicants who have broad-based skills related to their selected Technological Education area. Evidence of ongoing training and computer literacy is also considered.

In the essay portions of the Technological Education Profile, written communication skills are important. Teaching-related experience is recommended, and it is expected that applicants will display a keen understanding of the teaching profession and of learners in today's schools.

OISE reserves the right to refuse applicants whose qualifications, though within the scope of an area of broad-based technology, pertains to such a narrow or specialized skill-set as to make these qualifications unsuited for the broad-based technology curriculum of Ontario schools. Similarly, qualifications based on obsolete technology may not be considered.

Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) TEAS application form with the required application and service fees attached (submitted to the Application Centre in Guelph, Ontario).

2. A completed Technological Education Profile.

3. Official transcripts from secondary school showing high school courses and proof of high school graduation.

4. Official transcripts from a College of Applied Arts and Technology or a University where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.

5. Skilled wage-earning experience documented in a manner acceptable to OISE.

6. Documented proof of competence, and of formal training and skills-acquisition prior to the beginning of skilled employment:

   a) A Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) accompanied by a Certificate of Apprenticeship (C of A) and the details of the examination showing at least **70% (B)** standing in the Technological Education area for which certification is sought. The C of Q must be accompanied by details of the examination showing final mark **and** a copy of the Certificate of Apprenticeship (C of A). Photocopies are acceptable.

   b) A degree or a three-year diploma, supported by an official transcript, from a College of Applied Arts and Technology, a Polytechnic and/or University showing proof of concentrated study (a minimum of 5 full courses) in the Technological Education area for which certification is sought.

   c) A two-year diploma from a College of Applied Arts and Technology, supported by an official transcript, showing proof of concentrated study (a minimum of 5 full courses) in the Technological Education area for which certification is sought and with an **overall B-range** average in the program.

   d) Candidates who do not have a Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) and have not completed a program of at least two years' duration at a College of Applied Arts and Technology, a Polytechnic Institute and/or University, relevant to the specific Technological Education area, must submit detailed evidence of equivalent training which occurred prior to the commencement of skilled employment.

   NOTE: Proof of competence in the chosen Technological Education area will be assessed in our admissions evaluation. However, teacher candidates in the Technological Education Program must be able to actively demonstrate all tasks related to their area of qualification in a safe and proficient manner in a classroom setting. Therefore, OISE reserves the right to require accepted candidates to successfully complete a Technical Proficiency Examination (TPE). If necessary, candidates will be tested on the fundamental principles, operations, processes and skills of the Technological Education area in which certification is sought. The Technological Education Coordinator can provide further information during the program.

7. Evidence of an acceptable level of proficiency in oral and written English as described in the OISE Teacher Education English Language Proficiency Policy (see pages 56 - 57).

Additional Information

a) Applicants should be aware that assessment of work experience, skilled training, and academic credentials by OISE is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessments and will make its own evaluation for certification purposes.

b) Documentation in a language other than English or French must be accompanied by an official government translation or a translation supported by a declaration sworn before a Notary Public or

Commissioner of Oaths attesting to the correctness of the translation. Photocopies of documents will not be accepted unless accompanied by the original, for our verification, and supported by a sworn statement.

c) Applicants who receive an offer of admission will also be required to submit the following:
   - A photocopy of a certificate of change of name, where applicable.
   - A photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.

d) Criminal record screening is required for completion of our program, and for certification by the Ontario College of Teachers. See page 3 for details.

Applications are available at: www.ouac.on.ca/teas

Further information is available from:
OISE Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-978-1848
E-mail: admissions@oise.utoronto.ca
Website: www.oise.utoronto.ca/admissions

Program of Study

The Technological Education program consists of seven components (A-G following), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree or the Diploma in Technological Education, and the **Ontario Teachers' Certificate of Qualification.**

In addition to the regular September to June delivery, there is also the **Technological Education Apprenticeship Program (TEAP)**, designed to attract highly skilled trade persons representing teaching subjects in technological education which are in short supply.

TEAP, when offered, is delivered in two compressed modules, with possibly three different schedules as detailed below, for starting and completing the program:

a) The academic modules in two consecutive Summer Sessions, with the Practicum and Internship in the intervening months.

b) The academic modules in the Summer and Fall Sessions; the Practicum also in the Fall Session; and the Internship to follow in the Winter Session.

c) The academic modules, the Practicum and the Internship in the Winter and Summer Sessions.

TEAP candidates will be required to successfully complete the first academic module before proceeding to the second academic module, the Practicum or Internship.

NOTE: Courses offered as part of the TEAP program begin with the prefix ETA rather than EDU or ETS (e.g. ETA 1040).

A) Curriculum and Instruction
(Course Weight 2.0)

Two Technological Education Curriculum and Instruction courses are required of all candidates:

ETS1040 Curriculum Development for Technological Education (1.0)
ETS1010 Principles and Methods of Teaching Technological Education (1.0)

B) Teacher Education Seminar
(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all teacher candidates. The Seminar links their experiences across the program, emphasizes professional growth and provides specialized components for secondary candidates.

C) Psychological Foundations of Learning and Development
(Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all teacher candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all teacher candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow teacher candidates to pursue individual interests and deepen or broaden their knowledge and skills. (Please see page 30 for the list of Related Studies courses.)

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all teacher candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Locations of Practicum Assignments

School Boards

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Simcoe Muskoka Catholic School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. Practicum placements for Intermediate/Senior and Technological Education candidates will be in secondary schools. All Practicum placements are made by OISE. Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight Not Applicable)

The Internship is the culminating field experience and is required of all candidates. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTES:

1) Courses are listed in alphabetical order.
2) All courses have a course weight of 0.5 unless otherwise noted.
3) Please see pages 31 - 49 for descriptions of the Related Studies courses.

Curriculum Development for Technological Education ETS1040 (Course Weight 1.0)

This course is an introduction to the theory and practice of curriculum development for Broad-Based Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course.

Internship

The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the Ontario College of Teachers.

NOTE: Course number and course weight are not applicable to the Internship.

Practicum EDU4010

The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of forty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Principles and Methods of Teaching Technological Education ETS1010 (Course Weight 1.0)
This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules.

Psychological Foundations of Learning and Development EDU3506
This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce teacher candidates to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Teacher candidates will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

School and Society EDU3508
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

Teacher Education Seminar EDU6000
(Course Weight 1.0)
This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

The Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Policies and Regulations

✦ Consecutive Bachelor of Education

✦ Diploma in Technological Education

English Language Proficiency Policy

NOTES:

1) The section of the policy stated here relates to the Consecutive Bachelor of Education and Diploma in Technological Education/Ontario Teachers' Certificate of Qualification Program only.
2) Concurrent Teacher Education Program students should refer to their home College or Faculty.

English is the language of instruction for all initial teacher education courses at OISE, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum and the Internship, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technological Education Program are required to give evidence of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma in Technological Education Program

All applicants to the Diploma in Technological Education Program, must satisfy one of the following criteria:

a) Their mother tongue or first language is English
OR
b) They have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English
OR
c) They have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

For Applicants To The Consecutive Bachelor of Education Degree Program

All applicants to the Bachelor of Education Program must satisfy one of the following criteria:

a) Their mother tongue or first language is English
OR
b) They have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English
OR
c) They have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

B. Acceptable Tests and Required Scores

NOTE: All tests must have been taken within the 3 years prior to the date of application to the OISE Teacher Education programs.

i) An official statement of results of **TOEFL** (Test of English as a Foreign Language) for either the paper-based test, the computer-based test, or the internet-based test. These following **three** tests, although equivalent, use different grading scales:

• **Paper-based,** on which a minimum total score of 600 is required (must include the Test of Written English component with a minimum score of 6.0 and the Test of Spoken English component with a minimum score of 55)

• **Internet-based**, on which a minimum total score of 100 is required (with a minimum score of 25 for both the Writing and Speaking components)

OR

ii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 6.5.

OR

iii) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 90 and also the Oral Interview component, showing a rating of 4.

OR

iv) An official statement of the results of **TOP** (Test of Oral Proficiency) showing a minimum score of 46 and **TOW** (Test of Written Proficiency) with a minimum score of 46.

OR

v) An official statement of the results of the **University of Toronto, School of Continuing Studies' English Language Academic Preparation Course** completed at the 60 Level with a grade of at least 'B'.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE for the respective Bachelor of Education and Diploma in Technological Education Program application/admission cycle.

✦ Testing Agency Information

Information about the content of tests, test dates, test requirements and applicable fees may be obtained from:

1. TOEFL (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service
Telephone: 1-877-863-3546
Website: www.toefl.org

2. IELTS (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
Website: www.ielts.org

Applicants may also contact their nearest British Council Office. There is an **Ontario IELTS** test site at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained at:

Telephone: 519-748-3516
E-mail: ielts@conestogac.on.ca
Website: www.conestogac.on.ca/ielts

3. MELAB (Michigan English Language Assessment Battery)
MELAB Testing; English Language Institute
Telephone: 1-866-696-3522
E-mail: melabelium@umich.edu
Website: www.lsa.umich.edu/eli/testing/melab
OR
The Toronto MELAB Test Centre
Telephone: 416-946-3942
E-mail: melab.newcollege@utoronto.ca
Website: www.melab.ca

4. TOP (Test of Oral Proficiency)
TOW (Test of Written Proficiency)
COPE Testing Limited
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: www.copetest.com/tophome.htm

5. The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course
Telephone: 416-978-5104
Fax: 416-971-2839
E-mail: scs.esl@utoronto.ca
Website: http://learn.utoronto.ca/Page60.aspx

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:

OISE Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-978-1848
Fax: 416-323-9964
E-mail: admissions@oise.utoronto.ca

Grading Practices - Consecutive Bachelor of Education and Diploma in Technological Education Programs

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   i) A list of all assignments, with due dates;
   ii) The weighting factor or percentage allotment for each course requirement;
   iii) Statement on the procedure used to determine final grades;
   iv) A description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the teacher candidates enrolled in the course. Any change shall be reported to the Dean (or designate).

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to teacher candidates with time for its discussion.

4. Teacher candidate performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. For each course at least one piece of term work which is a part of the evaluation of a teacher candidate's performance, whether essay, lab report, review, etc., shall be returned to the teacher candidate prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each teacher candidate's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE has the final responsibility for assigning the official course grade.

B. Evaluation Procedures – Practicum

The evaluation of teacher candidate performance in the Practicum will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of teacher candidates and the appeal mechanisms available. This statement will be available to all teacher candidates before the beginning of the first Practicum session.

2. A formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the teacher candidate.

3. Written documentation of the summative (final) evaluation of the Practicum session.

C. Evaluation Procedures – Internship

The evaluation of teacher candidate performance in the Internship will include the following:

1. A formal statement describing the criteria to be used in determining if the requirements of the Internship have been completed successfully, and the appeal mechanisms available. This statement will be available to all teacher candidates before the beginning of the Internship.

2. Written documentation of the successful completion of the Internship.

D. Conditions for Final Standing

1. Teacher candidates will be evaluated on all seven components of the program:
   - Curriculum and Instruction
   - Teacher Education Seminar
   - Psychological Foundations of Learning and Development
   - School and Society
   - Related Studies
   - The Practicum
   - The Internship

2. i) Grades in the Curriculum and Instruction subjects, Teacher Education Seminar, Psychological Foundations of Learning and Development, School and Society, and Related Studies, will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

ii) Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the teacher candidate's grade report and transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade will be recorded as a No Credit (NCR).

iii) Completion of the Internship requirement will be reported as "Successfully Completed" or "Unsuccessful" on the grade report and transcript.

3. The relationship among the grade meanings, the refined letter grade scale, the grade point value and the scale of numerical marks for all components of the program, excluding the Internship, is as follows:

i) Grade Scale for Courses

Grade Meaning	Refined Letter Grade	Grade Point Value	Scale of Numerical Marks
	A+	4.0	90 - 100%
Excellent	A	4.0	85 - 89%
	A-	3.7	80 - 84%
	B+	3.3	77 - 79%
Good	B	3.0	73 - 76%
	B-	2.7	70 - 72%
	C+	2.3	67 - 69%
Adequate	C	2.0	63 - 66%
	C-	1.7	60 - 62%
	D+	1.3	57 - 59%
Marginal	D	1.0	53 - 56%
	D-	0.7	50 - 52%
Inadequate	F	0.0	0 - 49%

ii) Grade Scale for the Practicum

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

iii) Internship

Does not have a grade scale

4. A grade assigned in a course is not an assessment of standing within the program. To be recommended for the Bachelor of Education degree or the Diploma in Technological Education and the Certificate of Qualification (Ontario College of Teachers), a teacher candidate must attain:

i) A minimum of a **D-** grade in each course in the following components of the program:
- Curriculum and Instruction
- Teacher Education Seminar
- Psychological Foundations of Learning and Development
- School and Society
- Related Studies

ii) A minimum of **an overall C+ average (2.3 GPA)** in five components:
- Curriculum and Instruction
- Teacher Education Seminar
- Psychological Foundations of Learning and Development
- School and Society
- Related Studies

The overall average will take into account course weights.

iii) A Credit **(CR)** in the Practicum.

iv) Successful completion of the Internship.

E. Supplemental Privileges

1. Academic Courses

i) Teacher candidates not satisfying the Conditions for Final Standing in academic courses may be granted no more than two supplemental privileges by the Dean's Review Committee.

ii) A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the Dean's review Committee.

iii) The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the teacher candidate's final grade in that course.

iv) No teacher candidate will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Appeals Committee of the Council of the Faculty.

2. Practicum

There are two scheduled Practicum sessions. A teacher candidate must receive a pass in each of the two scheduled practicum sessions as designated on each summative evaluation. A teacher candidate who fails the first or second scheduled Practicum will be granted supplemental privileges to complete additional Practica, subject to review and approval by the Dean's Review Committee. Supplemental privileges will take place after both scheduled Practica have been completed. Only two supplemental privileges will be granted for the Practicum course. A teacher candidate who fails both of the scheduled Practica and fails the first supplemental Practicum, will therefore receive a final grade of NCR (No

Credit) for the Practicum course and will not be recommended for the Bachelor of Education degree or the Diploma in Technological Education nor for the Certificate of Qualification (Ontario College of Teachers).

3. Internship

A teacher candidate may also be granted a supplemental privilege for an unsuccessful internship provided that both Practicum supplemental privileges have not been used.

F. Access to Examination Papers

1. Copies of final examination papers for the preceding academic year are available in the OISE Education Commons/Library. These are available for review by teacher candidates upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A teacher candidate has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A teacher candidate also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

G. Withdrawals

A teacher candidate may withdraw from the Bachelor of Education degree or Diploma in Technological Education program without academic penalty on or before March 31. If a letter is submitted to the Registrar before the official deadline, the designator **WDR** (withdrawn without academic penalty) will be entered on the teacher candidate's academic record. A teacher candidate who withdraws without notifying the Registrar, in writing, will be assigned a grade of **F** or **NCR**, as appropriate, in all courses. A teacher candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Withdrawal from the program can have fee refund implications, see: **www.fees.utoronto.ca**

H. Conflict of Interest

Where the instructor or a teacher candidate has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

I. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and
ii) Teacher candidates must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.

2. Procedures

a) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
b) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
c) Changes to the classroom procedures should, where possible, first be discussed with teacher candidates prior to the class in which a vote of the teacher candidates present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.
d) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes. The Dean (or designate) shall then make a decision.

e) Where classes are not able to convene, the instructor, with the prior approval of the Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

f) Teacher candidates must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, teacher candidates must be informed, at class, of any changes made during the disruption.

g) Where a declared disruption occurs in a specific course after the last date to drop courses for the academic term or session, students who do not wish to complete the course(s) during that term or session may, prior to the last day of classes, withdraw without academic penalty. Such students shall receive a full refund of the course tuition fee.

h) Where teacher candidates have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

i) A teacher candidate who considers that a disruption has unreasonably affected his or her grade in a course may appeal the grade following the procedures as set out in each division. If the petition is approved, the student's original grade will be replaced by either an assessed grade or by a grade of CR/NCR, or as deemed appropriate in the particular circumstances.

Lapsed Status

The integrated consecutive Bachelor of Education (B.Ed.) and Diploma in Technological Education program is normally completed within a nine (9) month period, except for exceptional circumstances approved by the Dean's Review Committee. If a teacher candidate does not complete all program requirements for the B.Ed. Consecutive degree or the Diploma in Technological Education within the nine months designated for completion of the program, and has not maintained registration in the program, the teacher candidate's candidacy will be considered to be 'lapsed'. A lapsed teacher candidate is no longer a teacher candidate of OISE, University of Toronto and no longer has access to University facilities or resources.

Request for Reinstatement

A lapsed teacher candidate may request to be reinstated in their program by completing and submitting a Reinstatement Form to the Dean's Review Committee. Reinstatement in the program will only be granted once and only if the request is made within five years of the teacher candidate's initial start date in the program. A request for reinstatement may be refused, for example, when it is the view of the Dean's Review Committee that there is insufficient evidence of success in the program prior to the lapse. Teacher candidates who are granted a reinstatement must register through ROSI in the session for which the reinstatement was granted and comply with all conditions stipulated by the Dean's Review Committee. Teacher candidates who are not granted a reinstatement into the program, may reapply for admission to the program.

Appeal Procedures

Consecutive Bachelor of Education and Diploma in Technological Education Programs

A. Appeal of Academic Grades

A teacher candidate may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A teacher candidate may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The teacher candidate will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the teacher candidate with a written statement giving the rationale for granting or denying the appeal.

2. The teacher candidate may appeal the decision of the instructor, in writing, to the Director of the appropriate Program (Elementary or Secondary) within two weeks of receiving the decision. The Director of the Program will seek to arbitrate the

dispute. If the matter cannot be settled, the Director of the Program will review the case and submit to the teacher candidate and the instructor, in writing, his or her ruling and the rationale for the decision.

3. The teacher candidate or instructor may, within two weeks of receipt, appeal the ruling of the Director of the Program, through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the teacher candidate, instructor and Director of the Program. The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The teacher candidate, the instructor or the Director of the Program may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

5. The teacher candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

B. Appeal of Failures in Practice Teaching

A teacher candidate may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), teacher candidates should be aware of the regulations made under the Teaching Profession Act.

1. A teacher candidate may appeal, in writing, the failure assigned by the associate teacher to the Coordinator of Practice Teaching within two weeks of receiving the report. The teacher candidate will present to the Coordinator a written statement detailing the grounds of the appeal. The Practice Teaching Coordinator will send, within three working days, a copy of the teacher candidate's appeal to the associate teacher. The Practice Teaching Coordinator, in consultation with the teacher candidate, the associate teacher, the principal of the school, and the faculty instructor familiar with the teacher candidate's performance, will review the case and submit a written statement to the teacher candidate giving the rationale for granting or denying the appeal.

2. The teacher candidate or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Coordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the teacher candidate, the associate teacher and the Practice Teaching Coordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The teacher candidate, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may elect to appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted

at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

4. The teacher candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations.

A teacher candidate petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the teacher candidate with a written statement giving the rationale for granting or denying the request.

Master of Arts in Child Study and Education

The Master of Arts in Child Study and Education Program is offered at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces candidates to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Candidates also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Eligible graduates are recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario Schools.

Candidates in this program are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE Bulletin and the School of Graduate Studies Calendar for full details.

For detailed information, visit the Registrar's Office website:

www.oise.utoronto.ca/ro

Master of Teaching in Elementary and Secondary Education

The Master of Teaching (M.T.) degree program in Elementary and Secondary Education is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions, the junior and intermediate divisions, or the intermediate and senior divisions of Ontario schools.

The Master of Teaching Program offers candidates a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides candidates with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of teacher candidates preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Candidates in this program are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE Bulletin and the School of Graduate Studies Calendar for full details.

For detailed information, visit the Registrar's Office website:

www.oise.utoronto.ca/ro

Teachers' Associations of Ontario

Ontario College of Teachers/L'Ordre des enseignantes et des enseignants de L'Ontario

121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222 (within Ontario)
Fax: 416-961-8822
E-mail: info@oct.ca
Website: www.oct.ca

L'Association des enseignantes et des enseignants franco-ontariens (AEFO)

681, chemin Belfast
Ottawa, Ontario K1G 0Z4
Téléphone: 613-244-2336
Téléphone: 1-800-267-4217
Télécopieur: 613-563-7718
Télécopieur: 1-800-609-7718
Courriel: aefo@aefo.on.ca
Site web: www.aefo.on.ca

Elementary Teachers' Federation of Ontario (ETFO)

480 University Avenue, Suite 1000
Toronto, Ontario M5G 1V2
Telephone: 416-962-3836
Telephone: 1-888-838-3836
Fax: 416-642-2424
Website: www.etfo.ca

Ontario English Catholic Teachers' Association (OECTA)

65 St. Clair Avenue East, Suite 400
Toronto, Ontario M4T 2Y8
Telephone: 416-925-2493
Telephone: 1-800-268-7230
Fax: 416-925-7764
Website: www.oecta.on.ca

Ontario Secondary School Teachers' Federation (OSSTF)

60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: 416-751-8300
Telephone: 1-800-267-7867
Fax: 416-751-3394
Website: www.osstf.on.ca

Ontario Teachers' Federation (OTF)

1300 Yonge Street, Suite 200
Toronto, Ontario M4T 1X3
Telephone: 416-966-3424
Telephone: 1-800-268-7061
Fax: 416-966-5450
Website: www.otffeo.on.ca

Qualification Evaluation Council of Ontario (QECO)

1300 Yonge Street, Suite 308
Toronto, Ontario M4T 1X3
Telephone: 416-323-1969
Telephone: 1-800-385-1030
Website: www.qeco.on.ca

Fees

✦ Administrative User Fees
✦ Library Fees and Fines
✦ Tuition Fees

The University reserves the right to alter fees and other charges described in the Calendar. To be officially registered, tuition fees must be paid. For full details on the tuition fees and fees refunds, consult the University's fees website: **www.fees.utoronto.ca**

Concurrent Teacher Education Program Students
Students in the Concurrent Teacher Education Program should consult their home College or Faculty for fees information.

Consecutive Teacher Education Program Students

1. The minimum first payment for the initial teacher education program (65% of total + any arrears), and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register. Teacher candidates who have applied for OSAP assistance prior to May 31, and cannot pay the required fees before receiving their OSAP funds, may obtain a temporary deferment of fees.
2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on November 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.
3. Teacher candidates who withdraw before the end of a course will be charged fees according to the University of Toronto Fee Refund Schedule, see: **www.fees.utoronto.ca/session**
   Notification of withdrawal must be made in writing to the Registrar.
4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

Administrative User Fees (2010-11)

	$
Calendar for persons not registered in OISE	4.00
Copy of record	15.00
Duplicate tax receipts	5.00
Faculty Service Fee	70.00
Late registration fee (plus $5.00 per day)	44.00
Letters/Forms of Confirmation	7.00
Official transcripts	10.00
Replacement of Calendar	4.00
Replacement of student/library card	12.00

Library Fees and Fines (2010-11)

	$
Damaged book or serial	45.00
Lost book	145.00
Lost bound serial	245.00
Lost unbound serial	75.00
Overdue fines	
• Books and serials (per day per item)	.50
• Short-term loan books and serials (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Reserved/Recall books and serials (after 7 days of notice)	2.00
• Software (per day, per item)	5.00

Consecutive Bachelor of Education and Diploma in Technological Education Tuition Fees (2010-11)

Academic fee	$
Domestic students	5,785.00
International students	23,478.00
Non-academic incidental/ancillary fees	1,353.68
University Health Insurance Program	
Domestic students	-----
International students	720.00
Total fee payable	
Domestic students	7,138.68
International students	25,551.68

Financial Assistance and Awards

Concurrent Teacher Education Program Students
Students in the Concurrent Teacher Education Program should consult their home College or Faculty for information on financial assistance.

✦ Financial Assistance

Policy on Student Financial Support

The University of Toronto's Policy on Student Financial Support states, as a fundamental principle that "No student admitted to a program at the University should be unable to enter or complete the program due to a lack of financial means." This guarantee, which is implemented through the UTAPS program (see below) is designed to ensure that all students have access to the resources necessary to meet their needs as assessed by a common mechanism. This mechanism is based on the Ontario Student Assistance Plan (OSAP). The University of Toronto is unique among Canadian universities in providing this assurance of financial support.

Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) provides needs-based financial assistance to Ontario residents who are Canadian citizens or permanent residents. Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans to assist with educational and living expenses. The Ontario Student Opportunity Grant provides partial forgiveness of loans on an annual basis for students who have incurred large debt loads.

It is strongly recommended that students apply for OSAP assistance prior to May 31. Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

OSAP application forms can be accessed at:
http://osap.gov.on.ca

Further information may be obtained from:
Admissions and Awards
315 Bloor Street West
University of Toronto
Toronto, Ontario M5S 1A3
Telephone: 416-978-2190
OR
OISE Student Services Office
252 Bloor Street West, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: http://www.oise.utoronto.ca/studentservices/osapBursaryAward/osap.php

Ontario Bursary for Students with Disabilities

Non-repayable assistance is available for OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards. Detailed information on this program is also available on the OSAP website.

UTAPS (University of Toronto Advance Planning for Students)

Students are first expected to rely on OSAP assistance up to the level of the maximum OSAP loan. UTAPS is a University of Toronto program of financial support to students whose needs have not been fully met after receiving maximum government aid from OSAP. The University will provide assistance in the form of a non-repayable grant that covers the difference between OSAP-assessed need and the maximum allowable loan provided to the student. You are automatically considered for UTAPS if you apply for OSAP. Out-of-province students must fill out a special application form available from the Office of Admissions and Awards.

University of Toronto Work-Study Plan

This program is funded by the University and the Ministry of Training, Colleges and Universities and provides on-campus part-time employment to students with financial need. Students are expected to have applied to OSAP but those with special circumstances may also be considered providing financial need can be demonstrated. Eligibility information and applications are available from Admissions and Awards.

OISE Bursary

The OISE Awards Committee offers non-repayable bursaries to students registered in the Consecutive Bachelor of Education/Technological Education program who demonstrate financial need. The bursary is intended to supplement the student's own resources, including government assistance. Students are expected first to apply for, and qualify for, an OSAP loan, although special circumstances are sometimes considered. If you are seeking financial counselling, or wish to discuss your personal circumstances in confidence, please make an appointment to see a counsellor in the OISE Student Services Office.

Applications and further information can be found online at:
http://www.oise.utoronto.ca/studentservices/osapBursaryAward/bursary.php

✦ Special Bursaries

Andy Anderson Memorial Scholarship

This award will be granted to student(s) enrolled in the OISE B.Ed. program with Health and Physical Education as a teaching subject. Interested students are invited to submit an application to Student Services by March 15 which will include a brief statement (200 words) outlining how they plan to contribute to health and physical education and how this scholarship will enable them to become better teachers. Preference will be given to student(s) who show the potential to become educational leaders.

Christopher Parker Memorial Fund

This fund was established to provide a one-time grant to support full-time OISE students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited, to students with hearing impairments. Applications are available online at:
http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

The Donald Fawcett Bursary

The Donald Fawcett Bursary will be awarded annually to a student enrolled in the Bachelor of Education and/or Technological Education programs at OISE on the basis of financial need. Applications are available online at:
http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

Jeffrey Drdul Memorial Award in Special Education

The Jeffrey Drdul Memorial Awards are given to students graduating from the teacher education program who are continuing in an Ontario College of Teachers certification course in Special Education at the University of Toronto in the session immediately following their graduation and who have demonstrated their ability to contribute to the field of Special Education. Graduates with an interest in Early Childhood Education, ESL, Science, Mathematics or Technology Education are also considered.

The Morgan Parmenter Award in Guidance

The Morgan Parmenter Award will be awarded to graduates of the Bachelor of Education Program who are continuing in Ministry of Education additional qualification courses in Guidance at the University of Toronto in the summer session immediately following the applicants graduation. Recipients will be selected by the Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counseling. Applications are available online at:
http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

The Miyumi Sasaki Education Fund

The Miyumi Sasaki Education Fund is awarded to one or more undergraduate initial teacher education student(s) on the basis of financial need, a demonstrated commitment to social justice and equity, and an expressed intent to teach in an "inner-city" neighbourhood. Preference will be given to applicants whose lives have been influenced by, and/or who have a connection to, an inner city community.

Percy H. Taçon Memorial Bursary

The Percy H. Taçon bursary will be awarded annually to a student registered in the Visual Arts option of the Bachelor of Education program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Applications are available online at:
http://www.oise.utoronto.ca/studentservices/osapBursaryAward/awardsBEdOISE.php

✦ Entrance Awards

Joseph W. Atkinson Scholarship for Excellence in Teacher Education

The Ontario College of Teachers Foundation is committed to sponsoring enthusiastic prospective teachers – and by implication the thousands of students they will influence – through the Joseph W. Atkinson Scholarship for Excellence in Teacher Education.

Each year this award – named for the second Registrar of the Ontario College of Teachers – contributes to a student enrolled in one of Ontario's faculties of education.

Recipients must demonstrate high academic achievement at the undergraduate level and provide evidence of other achievements and experience that indicate a high level of preparedness for teacher education.

Teacher education candidates accepted into Ontario consecutive programs and concurrent candidates proceeding to their final year are eligible. Awards are announced each fall. Application procedures are available online at:
http://www.oct.ca/foundation

The Borthwick-Duckworth Scholarship

Founded as a memorial, one or more awards, to the value of the annual income of the endowment, will be granted by the OISE Awards Committee to a person/persons admitted to the Bachelor of Education program at OISE. Preference will be given to student(s) in financial need who have demonstrated academic ability and a liberal philosophy on social, political and religious issues, and who wish to teach in elementary or secondary schools.

M. Penelope Carter Award

One award, to the value of the annual income of the endowment, will be granted by the OISE Awards Committee to a person admitted to the Bachelor of Education program in the Intermediate/Senior divisions who will enrol in English. The recipient must have graduated from the University of Toronto with high academic standing in a Specialist or Major Program in English. In addition, the demonstrated financial need of the applicant, especially as related to family responsibilities, will be considered.

The recipient will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division in the Bachelor of Education program and who apply for this award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

E.T.F.O. Bursary – Persons with Disabilities, Visible Minorities, Aboriginal Persons, LGBT Persons

Up to three bursaries and a certificate of recognition may be awarded annually to members of designated groups who are entering a Faculty of Education or E.T.F.O. members of designated groups who are taking a qualifications-upgrading course. Designated groups are defined as persons with disabilities, members of visible minorities, Aboriginal or LGBT. For more information:
http://www.etfo.ca/AboutETFO/AwardsandScholarships

E.T.F.O. Bursary – Women's Program – Aboriginal Women in Education

The E.T.F.O. Aboriginal Women in Education bursaries may be offered annually to Aboriginal women who are entering a Faculty of Education or E.T.F.O. Aboriginal women members who are taking a qualification-upgrading course. Up to four bursaries and a certificate of recognition may be awarded. For more information:
http://www.etfo.ca/AboutETFO/AwardsandScholarships

E.T.F.O. Bursary – Women's Program (Women with Disabilities, Women of Visible Minorities, Aboriginal Women, LGBT Women)

Up to four bursaries and a certificate of recognition may be awarded annually to female members of designated groups who are entering a Faculty of Education or female E.T.F.O. members of designated groups who are taking a qualification-upgrading course. Designated groups are defined as women with disabilities, women of visible minorities, Aboriginal women and LGBT women. For more information:
http://www.etfo.ca/AboutETFO/AwardsandScholarships

The John J. Del Grande Scholarship

This scholarship is presented annually to a student entering the OISE Bachelor of Education program with Mathematics as a designated teaching subject and who has demonstrated academic excellence in Mathematics and a strong experience profile. The recipient must have earned a 4-year degree from an accredited university and have successfully completed at least 7 full university courses in Mathematics (including courses in Mathematics, Statistics or Computer Science).

James F. Johnson Masonic Award

The recipient will be a student who is entering the Bachelor of Education Program in Secondary School Music Education (Intermediate-Senior) at OISE and either has a degree in Music, or is registered concurrently in the Faculty of Music. Successful candidates will be selected based on the qualities of high academic achievement and strong leadership and teaching competencies.

Prof. Arthur Louden Memorial Entrance Scholarship in Science

One or more awards to the value of the annual income will be made by the OISE Awards Committee to persons admitted to the Intermediate/Senior Division in the Bachelor of Education program who will enrol in Science and have best demonstrated high academic achievement in Biology or Chemistry or Physics, and have a desire to teach Science.

The recipient will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the Bachelor of Education program who have selected Science as a teaching subject and who apply for the award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

Dr. and Mrs. R. L. Peterson Memorial Entrance Award

One or more awards will be awarded to a person(s) admitted to the Intermediate/Senior division of the OISE Bachelor of Education program who will enrol in Science (Biology, Chemistry, Physics or Science General) and who best demonstrate(s) a commitment to conservation and activities providing preparation for a career in teaching. Candidates must also have good academic standing and demonstrate financial need.

The recipient will be selected by the OISE Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior divisions of the Bachelor of Education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

One or more awards to the value of the annual income of the endowment will be granted by the OISE Awards Committee to a person or persons admitted to the Bachelor of Education program in the Primary/Junior divisions who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades. OSOTF and OTSS versions of this award also exist, which include financial need as part of their criteria.

The recipient(s) will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior divisions of the Bachelor of Education program and who apply for the award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

Roseann Runte Award

One award will be granted by the OISE Awards Committee to a student admitted to the Bachelor of Education program. Preference will be given to a female student who shows evidence of commitment to pursuing a career in education and promise as an educational leader. In addition, financial need must be demonstrated. The recipient will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Bachelor of Education program. Recipients will be notified by August 1.

Jean Stirling Entrance Award

One or more awards will be made to students on the basis of financial need and academic merit who are admitted to the B.Ed. program in Physical and Health Education. Preference will be given to female students who are university graduates in physical education or kinesiology.

University of Toronto Vari Scholarships

One or more awards will be made to persons admitted to the Intermediate/Senior divisions of the Bachelor of Education program. Applicants for the Vari Scholarship are expected to have good academic standing in a four-year degree and a strong Applicant Profile. Selection is also based on a letter of reference from a professor, performance on the GRE General Test, and performance on a competitive essay. To be eligible for the Vari Scholarship, applicants must have resided in Ontario for twelve months prior to the beginning of the term of study and demonstrate financial need.

Applications for the Vari Scholarship are available from the OISE Registrar's Office, Initial Teacher Education Admissions Unit, during the application period for the Bachelor of Education program and must be submitted by the application deadline for the Bachelor of Education program.

✦ Awards of Honour

The staff and students of the Bachelor of Education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three concentrations. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE. In addition, a fourth award recognizes an outstanding contribution to the life of OISE. Unless otherwise noted, no application is required for any of the following awards.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior concentration of the Bachelor of Education program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate concentration of the Bachelor of Education program.

Intermediate/Senior Award of Honour

The staff and students of the Bachelor of Education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior concentration of the Bachelor of Education program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

✦ End of Year Awards

Arnolds Balins Award

This award is presented annually to a student of Geography in the Bachelor of Education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the Bachelor of Education program. Nominations for this award may be made to the OISE Awards Committee by staff and students by a deadline established each spring.

Mark A.R.M. Crowe Memorial Award

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient(s) will be a student(s) in the Intermediate/Senior, History and/or Politics programs who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching.

Robert Morrice Crowe Award

This award, established by Mrs. Irene Crowe, is given at the conclusion of the academic year to a Bachelor of Education student who has demonstrated excellence in teaching Music and Mathematics, and has been successful in being sensitive to the needs of his/her pupils. The value of the award will be the annual income.

E.T.F.O. Faculty of Education Award

The Elementary Teachers' Federation of Ontario makes available numerous scholarships and bursaries to students enrolled in Ontario's publicly funded schools and faculties of education. The Faculty of Education Award is awarded on the basis of academic excellence, exemplary teaching practices in practicum placements and demonstrated initiatives to broaden personal experience in educational culture.

James W. Fair Award in Elementary Education

This annual award will be made to a student in the Primary/Junior or Junior/Intermediate concentrations of the Bachelor of Education program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE, and an intention to pursue further study in education.

Kathy Bickmore Peacemaking Education Award

This award is based on teacher candidates' demonstrated commitment to facilitating diverse students' learning and practice of peacemaking and social inclusion. Applicants should send a 1-2 page letter to Student Services by March 23rd documenting their efforts to learn, as well as their contributions to students' current or future learning, relevant to peacemaking and/or restorative justice. Include the name and contact information of at least one OISE instructor or associate teacher reference who could describe some of the applicant's peacemaking-related activities.

R. J. McMaster Award

This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE.

Don Galbraith Preservice Teacher Award of Excellence

Nominees for the Don Galbraith Preservice Teacher Award must demonstrate exceptional commitment and creativity in their science preparation and teaching. As well, they must provide an article suitable for publication in Crucible or Elements, the Science Teachers' Association of Ontario's bi-monthly publications.

O.E.C.T.A. Award of Excellence

The Ontario English Catholic Teachers' Association has established this award and an O.E.C.T.A. pin for the student in the Bachelor of Education program who is an associate member of the O.E.C.T.A., has successfully

completed the religious education course, and has demonstrated outstanding practice teaching and academic performance.

O.S.S.T.F. H. W. Bryan Memorial Award of Honour

The H. W. Bryan Memorial Award of Honour was established in honour of Dr. Hugh W. Bryan, for many years a Classics Master and for twenty years principal of Renfrew Collegiate Institute. He was president of O.S.S.T.F. in 1926.
The Ontario Teacher's Secondary School Teachers' Federation Faculty of Education Scholarship is awarded to the graduating Teacher Candidate who best exemplifies leadership, collegiality and academic excellence.

OISE Commendation

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year.

The William Pakenham Fellowship

Two Awards - $5,000 Each.

The recipient must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other university approved by the Faculty and must be resident of Ontario, hold a Bachelor's Degree and a teacher's certificate valid in a Canadian province.

Application must be submitted by March 15.

Application forms are available from:
OISE Student Services
252 Bloor St West, 8th floor, Room 8-225
Toronto, ON M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4707
Email: stuserv@oise.utoronto.ca

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Education program who achieves the highest academic average.

P. A. Petrie Huron County Scholarship

This award will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education program (Mathematics and/or Science teaching option) at OISE. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

Alexander Pringle Seggie Award

The award will be made annually to the student in the Bachelor of Education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program.

Alexander Pringle Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Don Wright Scholarship in Vocal Music

This scholarship is presented to a full-time student in the Bachelor of Education program who is academically eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from Grades 5 - 10.

✦ Award Winners 2009-10

(Bachelor of Education and Diploma in Technological Education)

Primary/Junior Award of Honour
Arwyn Elizabeth Carpenter

Junior/Intermediate Award of Honour
Stefan Douglas Cepin

Intermediate/Senior Award of Honour
Vittorio Iafrate

Arnold Balins Award
Torie Boynton

Kathy Bickmore Peacemaking Education Award
Sharise Lee-Ann Dangcal Alonto
Robin Hopson

Borthwick-Duckworth Scholarship
Wesley Galt

James F. Johnson Masonic Award
Ryan Archie Topp

M. Penelope Carter Award
Dargine Rajeswaran

Mark A.R.M. Crowe Memorial Award
Nadeen Zahra El-Kassem

The Robert Morrice Crowe Award
Asa Shiota

Jeffrey Drdul Memorial Award in Special Education
Kaitlin Coutts
Michael Robert Davidson
Mahsa Ershadi
Soteira Aurora Hortop
Nathalie Stechysin
Lisa Anne Weir

John J. Del Grande Scholarship
Enkelejda Lapardhaja

James W. Fair Award in Elementary Education
Heikki Markus Jaason
Rachel Phyllice Weinstock

The Professor Arthur Louden Memorial Entrance Scholarship in Science
Christie Elizabeth DesRoches
Julie Hoang
Kirsten Lise-Lotte Hubbard-Muir
June Cheuk Wa Lee
Lisa Shiqian Wang

The R. J. McMaster Award
Nataly Shaheen

O.E.C.T.A. Award of Excellence
Mario Portoraro

Outstanding Contribution to the Life of the Faculty
Robin Hopson

OISE Commendation
Ian Daniel Da Silva
Thi Thanh Dinh
Jason Craig Dwyer
Mahsa Ershadi
Matthew Jenkins
Ana-Marija Skiljevic

The Dr. and Mrs. R. L. Peterson Memorial Entrance Award
Fatima Ashraf
Naheed Mirebrahimi
Rebecca Elizabeth Tee

The P. A. Petrie Huron County Scholarship
Lauren Matheson

The R. Darrel Phillips Award
Shanna Kathleen Manning

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
Kimberley Kondo

Roseann Runte Award Scholarship
Stacey Chantal Tsourounis

Alexander Pringle Seggie Memorial Award - Business
Angela MacLennan

Alexander Pringle Seggie Award
Paul Stephen Mardus

Jean Stirling Entrance Award
Georgia Parousis

Don Wright Scholarship in Music Education
(Practical Instrumental Arranging)
David Espeut
Christopher Anthony Kwoon Wung Ng
William Stewart Snodgrass

Don Wright Scholarship in Vocal Music
Jaclyn Lauren Cepler

University of Toronto Vari Scholarship
Nicole Marie Anthony
Sylvia Daikos
Amit Morris
Azadeh Shirzadi
Megan Marjorie Snow

Student Services and Facilities

NOTE: Concurrent Teacher Education Students normally access the services at their home campus or faculty.

On the following pages is brief information about some of the student services and facilities available at OISE and at the University of Toronto. OISE students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, ***'IntUiT: your guide to student life'***. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the University of Toronto Students' Union (UTSU), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE Services and Facilities

Alumni Association

For information about the OISE Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-138
Telephone: 416-895-2809
E-mail: ethompson@pathcom.com

Black Educators Standing Together (BEST)

Black Educators Standing Together is a pre-service teacher network designed to provide academic, social and cultural support to OISE's Black pre-service teacher candidates. This network also aims to provide mentorship opportunities with Black in-service teachers (OISE alumni), from whom students can draw additional support and guidance.

Location: 252 Bloor Street West, Room 8-197
E-mail: blackeducators@utoronto.ca

Early Learning Centre

The Early Learning Centre is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE. The Early Learning Centre is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. The Early Learning Centre is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, First Floor
Telephone: 416-978-0027
Fax: 416-926-4725
E-mail: early.learning.centre@utoronto.ca

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE activity.

Students will have access to:

- A specialized collection in the field of education including:
  - •Extensive reference materials
  - •Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
  - •Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
  - •Materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - •School board curriculum materials, textbooks and content resources used in Ontario schools

- •A representative collection of children's literature
- •A varied and extensive collection of computer software, videotapes, and other multimedia materials
- ✦ A collection of over 9.5 million items plus over 5 million microforms located in the numerous libraries of the University of Toronto Library System
- ✦ A wide range of Internet resources including remote library catalogues
- ✦ Reference assistance in accessing information on courses and research assignments
- ✦ Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- ✦ A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- ✦ Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- ✦ A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
- ✦ Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE can be obtained from the websites listed below:

✦ Education Commons

Telephone: 416-978-2760
Website: www.oise.utoronto.ca/ec

✦ Library

Telephones:
Circulation Desk: 416-978-1850
Reference Desk: 416-978-1860
Website: www.oise.utoronto.ca/ec/library

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Contact: Jean-Paul Restoule
Location: 252 Bloor Street West, Room 7-191
Telephone: 416-978-0732

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE. It helps international students become inextricably woven into the fabric of the OISE community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-978-2423
E-mail: isa@oise.utoronto.ca

Student Services Office (OISE)

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office. The Office's Academic and Cultural Support Centre (ACSC) offers one-on-one support to OISE students from Graduate and Initial Teacher Education (ITE) programs who are speakers of English as a first or additional language. The Centre provides assistance with academic writing, resume and cover letters, strategies for success in the teacher preparation and graduate programs, as well as the Pre-Field Experience Program (PREP) for internationally educated teacher candidates. Teacher candidates who volunteer to participate in PREP get to experience an Ontario classroom and an opportunity to teach without receiving a formal evaluation.

Location: 252 Bloor Street West, Room 8-225
Telephone: 416-978-2277
Fax: 416-926-4706
Website: www.oise.utoronto.ca/studentservices

Student Teachers' Union

The Student Teachers' Union provides opportunities for professional development, works on a democratic basis to advance students' interests and rights, and provides a framework through which students can communicate and share experiences and skills. The STU brings students together to discuss and achieve important educational, administrative, and legislative change. In early August there will be information about elections for positions within the STU.

Location: 252 Bloor Street West, Room 8-193
E-mail: stunion@oise.utoronto.ca
Website: www.oise.utoronto.ca/stu

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and achieving academic success, and to create a space at U of T where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Location: First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 2J7
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Website: www.fnh.utoronto.ca

Accessibility Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library
130 St. George Street, First Floor
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
T.T.Y.: 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Website: www.accessibility.utoronto.ca/

Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 215 Huron St., Room 603B
Toronto, Ontario M5S 1A2
Telephone: 416-978-1259
Fax: 416-971-2289
Email: antiracism@utoronto.ca
Website: www.antiracism.utoronto.ca

Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Location: Koffler Student Services Centre
214 College Street,
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Toronto, Ontario M5S 1J6
Telephone: 416-978-1485
Fax: 416-946-8296
Website: www.communitysafety.utoronto.ca

Family Care

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on- or off-campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-978-3247
E-mail: family.care@utoronto.ca
Website: www.familycare.utoronto.ca

Hart House

At Hart House, you'll find everything a body needs in a uniquely soul-restoring environment. Whether you're interested in art, music, debates, photography, fitness, film, drama, chess, bridge, scuba diving – you name it, you can find it at Hart House. For many students, Hart House is a home away from home. As a student, you're automatically a member. Within Hart House are a full-service athletic facility, serene common rooms with fabulous fireplaces, two restaurants, a renowned art gallery, and library. Visit Hart House for a meal, a beer or a workout. Listen to the latest music in the Record Room, or meet with friends in one of the comfortable sitting rooms. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment.

Location: 7 Hart House Circle
Toronto, Ontario M5S 3H3
Telephone: 416-978-2452
Website: www.harthouse.utoronto.ca

Health Services

Health Service offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

All students need health insurance coverage – for example, OHIP, other provincial plans, **UHIP,** or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact **<www.isc.utoronto.ca>** for UHIP information.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8030
E-mail: health.services@utoronto.ca
Website: www.healthservice.utoronto.ca

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: www.housing.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2009-10, excluding tuition:

Accommodation	7,300 - 14,000
Books/Supplies	1,000
Clothing	1,200 - 2,000
Food	4,000 - 5,500
Health insurance (UHIP) (international students)	720
Local transportation	1,284
Miscellaneous	1,200 - 2,400
TOTAL	**$16,704 - $26,904**

International Student Centre (ISC)

The goal of the ISC is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the ISC and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the ISC, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-2564
E-mail: isc.information@utoronto.ca
Website: www.isc.utoronto.ca

Office of Convocation

The Office of Convocation organizes graduation ceremonies for students of UofT programs, including B.Ed. and Diploma in Technological Education teacher candidates at OISE. These ceremonies occur twice yearly, once in, June and once in November).

Please consult the Office of Convocation website for graduation information and specific ceremony dates.

Location: 215 Huron Street, 3rd Floor, Room 301
Toronto, Ontario M5S 1A2
Telephone: 416-978-5940
E-Mail: convocation.office@utoronto.ca
Website: www.convocation.utoronto.ca

Sexual and Gender Diversity Office

The University of Toronto is committed to and works towards addressing discrimination based on sexual and gender diversity. Through the provision of resources, education and consultation the office is a support and a resource to students, staff and faculty within the learning and working communities at the University.

Location: 21 Sussex Avenue, Suite 416 and 417
Toronto, Ontario M5S 1J6
Telephone: 416-946-5624
Fax: 416-971-2037
Website: www.sgdo.utoronto.ca

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which creates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 215 Huron St., 6th Floor, Room 603
Toronto, Ontario M5S 1A2
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: Office of the President, Simcoe Hall
27 King's College Circle, Room 109B
Toronto, Ontario M5S 1A1
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: www.status-women.utoronto.ca

University of Toronto Students' Union (UTSU)

Representing over 41,000, the UTSU is governed by a board of directors, elected from UofT college, campus, professional faculty and second-entry programs. UTSU's aim is to provide money-saving services and events to educate and enhance student university experience. UTSU offers services like the Book Exchange, Discount TTC Metropasses, and Health and Dental Plans.

Location: UTSU St. George Office
12 Hart House Circle
Toronto, ON M5S 3J9
Telephone: 416-978-4911
Email: frontdesk@utsu.ca
Website: www.utsu.ca

OISE Academic Staff

Adult Education and Counselling Psychology (AECP)

Jeanne Watson, Ph.D. (York), Prof., Chair
Nancy Jackson, Ph.D. (UBC), Assoc. Prof., Assoc. Chair

Eileen Antone, Ed.D. (Toronto), Assoc. Prof.
Bernie Burns, B.A. (Waterloo), Sessional Lecturer
Bonnie Burstow, Ph.D. (Toronto), Senior Lecturer
Charles P. Chen, Ph.D. (British Columbia), Assoc. Prof.
Ardra Cole, Ed.D. (Toronto), Prof.
Bob Corney, B.A. (McMaster), Sessional Lecturer II
J. Roy Gillis, Ph.D. (Queen's), Assist. Prof.
Anne Goodman, Ph.D. (Toronto), Assist. Prof.
Abby Goldstein, Ph.D. (York), Assist. Prof.
Mary Alice Julius Guttman, Ph.D. (Wisconsin), Prof.
Gregory Hamovich, Ph.D. (Rutgers), Assist. Prof.
Nancy S. Jackson, Ph.D. (British Columbia), Assoc. Prof.
J. Gary Knowles, Ph.D. (Utah), Prof.
Marilyn Laiken, Ph.D. (Toronto), Prof.
Becky J. Liddle, Ph.D. (North Carolina), Assoc. Prof.
David W. Livingstone, Ph.D. (Johns Hopkins), Prof.
Larry Maloney, M.Ed. (AIU), Lecturer
Sara McKitrick, M.Ed. (Toronto), Lecturer
Angela Miles, Ph.D. (Toronto), Prof.
Kiran Mirchandani, Ph.D. (McGill), Assoc. Prof.
Shahrzad Mojab, Ph.D. (Illinois), Prof.
Roy Moodley, Ph.D. (Sheffield, UK), Assoc. Prof.
Karen Mundy, Ph.D. (Toronto), Assoc. Prof.
Roxana Ng, Ph.D. (Toronto), Prof.
Laura Pinto, M.Ed. (Windsor), Lecturer
Niva Piran, Ph.D. (Texas), Prof.
Jack Quarter, Ph.D. (Toronto), Prof.
Jean-Paul Restoule, Ph.D. (Toronto), Assist. Prof.
Margaret S. Schneider, Ph.D. (York), Assoc. Prof.
Judith A. Silver, Ph.D. (Toronto), Senior Lecturer
Lana Stermac, Ph.D. (Toronto), Prof.
Suzanne L. Stewart, Ph.D. (Victoria), Assist. Prof.
Jennifer Sumner, Ph.D. (Guelph), Assist. Prof.
Jeanne Watson, Ph.D. (York), Prof.

Curriculum, Teaching and Learning (CTL)

Douglas E. McDougall, Ed.D. (Toronto), Prof., Chair
James G. Hewitt, Ph.D. (Toronto), Assoc. Prof., Assoc. Chair
Clare Brett, Ph.D. (Toronto), Assoc. Prof., Assoc. Chair

John Lawrence Bencze, Ph.D. (Toronto), Assoc. Prof.
Barrie Bennett, Ph.D. (Oregon), Assoc. Prof.
Kathy Bickmore, Ph.D. (Stanford), Prof.
Kathryn Broad, Ph.D. (Toronto), Senior Lecturer
Linda Cameron, Ed.D. (Toronto), Assoc. Prof.
Elizabeth Campbell, Ph.D. (Toronto), Prof.
Rina Cohen, Ph.D. (Ottawa), Assoc. Prof.
Karyn Cooper, Ph.D. (Alberta), Assoc. Prof.
Alister Cumming, Ph.D. (Toronto), Prof.
James P. Cummins, Ph.D. (Alberta), Prof.
Indigo Esmonde, Ph.D. (UC-Berkeley), Assist. Prof.
Mark Evans, Ph.D. (York, UK), Senior Lecturer, Assoc. Dean
Grace Feuerverger, Ph.D. (Toronto), Prof
Antoinette Gagné, Ph.D. (Toronto), Assoc. Prof.
Kathleen Gallagher, Ph.D. (Toronto), Assoc. Prof.
Rubén Gaztambide-Fernández, Ph.D. (Harvard), Assist. Prof.
Diane Gérin-Lajoie, Ph.D. (Toronto), Prof.
Garfield Gini-Newman, Ph.D. (Wilfrid Laurier), Lecturer
Wanja Gitari, Ph.D. (Toronto), Assoc. Prof.
Tara Goldstein, Ph.D. (Toronto), Prof.
James G. Hewitt, Ph.D. (Toronto), Assoc. Prof.
Eunice Jang, Ph.D. (Illinois-UC), Assist. Prof.
Julie Kerekes, Ph.D. (Stanford), Assist. Prof.
Mary Kooy, Ph.D. (Simon Fraser), Assoc. Prof.
Clare M. Kosnik, Ph.D. (Toronto), Assoc. Prof.
Normand Labrie, Ph.D. (Laval), Prof., Assoc. Dean
Tony C. M. Lam, Ph.D. (Washington), Assoc. Prof.
Ron Lancaster, M.Math. (Waterloo), Senior Lecturer
Catherine Marks-Krpan, Ph.D. (Toronto), Senior Lecturer
Lance McCready, Ph.D. (UC-Berkeley), Assist. Prof.
Jack Miller, Ph.D. (Toronto), Prof.
David Montemurro, M.A. (York), Lecturer
Sarfaroz Niyozof, Ph.D. (Toronto), Assist. Prof.
Erminia Pedretti, Ph.D. (Toronto), Prof.
Enrica Piccardo, Ph.D. (Universita degli Studi di Brescia), Assoc. Prof
Carol Rolheiser, Ph.D. (Oregon), Prof., Director, Office of Teaching Advancement
Marlene Scardamalia, Ph.D. (Toronto), Prof.
Wayne Seller, M.Ed. (Lakehead), Assoc. Prof.
Karen Sheppard, M.Sc.Ed. (Niagara), Instructor
Jim Slotta, Ph.D. (Pittsburgh), Assoc. Prof.
Elizabeth Smyth, Ed.D. (Toronto), Prof., Vice-Dean, Programs, School of Graduate Studies
Nina Spada, Ph.D. (Toronto), Prof.
Stephanie Springgay, Ph.D. (British Columbia), Assoc. Prof.
Shelley Stagg Peterson, Ph.D. (Alberta), Assoc. Prof.
Leslie Stewart Rose, M.A. (Toronto), Senior Lecturer
Heather Sykes, Ph.D. (UBC), Assoc. Prof.
Dennis Thiessen, D.Phil. (Sussex), Prof.

Peter Trifonas, Ph.D. (British Columbia), Assoc. Prof.
John Wallace, Ph.D. (Toronto), Prof.

Human Development and Applied Psychology (HDAP)

Esther Geva, Ph.D. (Toronto), Prof., Chair
Earl Woodruff, Ph.D. (Toronto), Assoc. Prof., Assoc. Chair

Mary Louise Arnold, Ed.D. (Harvard), Assoc. Prof.
Janet W. Astington, Ph.D. (Toronto), Prof.
Xi Chen-Bumgardner, Ph.D. (Illinois), Assist. Prof.
Ruth A. Childs, Ph.D. (North Carolina), Assoc. Prof.
Carl Corter, Ph.D. (North Carolina), Prof.
Joseph Ducharme, Ph.D. (Toronto), Assoc. Prof.
Michel Ferrari, Ph.D. (UQAM), Assoc. Prof.
Jenny Jenkins, Ph.D. (London), Prof.
Steven Katz, Ph.D. (Toronto), Senior Lecturer
Kang Lee, Ph.D. (New Brunswick), Prof.
Marc Lewis, Ph.D. (Toronto), Prof.
Nancy Link, Ph.D. (Toronto), Senior Lecturer
Rhonda Martinussen, Ph.D. (Toronto), Assist. Prof.
Hazel McBride, Ph.D. (Toronto), Senior Lecturer
Joan Moss, Ph.D. (Toronto), Assoc. Prof.
Janette Pelletier, Ph.D. (Toronto), Assoc. Prof.
Michal Perlman, Ph.D. (Waterloo), Assoc. Prof.
Joan Peskin, Ph.D. (Toronto), Assoc. Prof.
Michele Peterson-Badali, Ph.D. (Toronto), Assoc. Prof.
Katreena Scott, Ph.D. (Western), Assoc. Prof.
Rosemary Tannock, Ph.D. (Toronto), Prof.
Richard Volpe, Ph.D. (Alberta), Prof.
Judith Wiener, Ph.D. (Michigan), Prof.
Dale M. Willows, Ph.D. (Waterloo), Prof.
Richard G. Wolfe, B.A. (Wisconsin), Assoc. Prof.

Institute of Child Study

Kang Lee, Ph.D. (New Brunswick), Prof, Director
Dale Willows, Ph.D. (Waterloo), Prof., Program Chair

Janet Astington, Ph.D. (Toronto), Prof.
Jody Chong, Ph.D. (Toronto), Lecturer
Yiola Cleovoulou, M.A. (Toronto), Lecturer
Carl Corter, Ph.D. (North Carolina), Prof.
Ronna Kluger, M.Ed. (Boston), Practicum Coordinator
Rhonda Martinussen, Ph.D. (Toronto), Assist. Prof.
Joan Moss, Ph.D. (Toronto), Assoc. Prof.
Jan Pelletier, Ph.D. (Toronto), Assoc. Prof.
Michal Perlman, Ph.D. (Waterloo), Assoc. Prof.
Richard Volpe, Ph.D. (Alberta), Prof.
Earl Woodruff, Ph.D. (Toronto), Prof.

Institute of Child Study, Laboratory School

Elizabeth Morley, Dip.C.S. (Toronto), Principal
Richard Messina, B.Ed. (Toronto), Vice Principal

Chriss Bogert, Dip.C.S. (Toronto)
Julia Cain, M.A. (Toronto)
Lorraine Chiarotto, M.A. (Toronto)
Julie Comay, Dip.C.S. (Toronto)
Zoe Donoahue, M.Ed. (Toronto)
Christel Durand, F.T.Cert. (Toronto)
Cindy Halewood, E.C.E. (Cdn. Mothercraft)
Russell Hersen, B.F.A. (York)
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